DOCUMENT RESUME

ED 090 561 CS 201 225

TITLE	A Language Arts Guide for the Very Young.
INSTITUTION	Wicomico County Schools, Salisbury, Md.
PUB DATE	Aug 71
NOTE	170p.; Prepared for the Wicomico County Project in Early Childhood Education
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	Curriculum Guides; Early Childhood Education; Elementary Education; *Language Arts; Language Development; Language Experience Approach; *Language Skills; *Listening; *Reading; Reading Instruction; *Reading Readiness; Verbal Communication

ABSTRACT

The activities and skills in this guide are designed to improve the listening skills and spoken language of the preschool and primary grade child. Divided into two sections--reading readiness and the reading process--the guide provides skills, suggested activities, and evaluation criteria and methods for teaching listening, speaking, the thought process, visual discrimination, coordination, directionality, vocabulary, perception, visual skills, comprehension, and communication. The skills are not listed in any order of priority, but the suggested activities are arranged according to levels of difficulty. Appendixes contain a rationale for the identification of children ready to read, a method of identifying such children, and a discussion of how to use the language experience approach to teach reading. (TO)

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A LANGUAGE ARTS GUIDE FOR THE VERY YOUNG

Prepared For

THE WICOMICO COUNTY PROJECT IN EARLY CHILDHOOD EDUCATION

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August 1971

(Tentative Guide - Not for Distribution)

CS201225

A LANGUAGE ARTS GUIDE FOR THE VERY YOUNG

TABLE OF CONTENTS

Page

Level I - Reading Readiness

Rationale 1

Listening. 3
Skills 4
Recognize sounds. 5
Likeness and difference 9
Rhythmic Patterns 12
Vocabulary building 15
Conversation. 20
Following directions. 23
Auditory memory 27
Identify story elements 30

Speaking 33
Skills 34
Vocabulary. 35
Conversation. 45
Picture interpretation. 51
Group interaction 55
Natural verbalization 60
Language Model 68

Thought Process. 70
Skills 70
Understanding ideas 71
Developing memory 71
Inductive thinking. 73
Deductive thinking. 74
Ability to evaluate 75

Visual Discrimination. 76
Skills 76
Likenesses. 77
Differences 81
Position of objects in space. 83
Focusing on specific objects. 84

Coordination 85
Skills 85
Large muscle. 87
Small muscle. 97
Eye-hand. 98

Directionality 102
Skills 102
Spatial Concepts. 103
Focusing Eyes 105

Level II - The Reading Process

Rationale 107

Guidelines for the Development of Beginning Reading Skills (Summation of Level I) 108

Vocabulary 111
Skills 111
Word Recognition. 112
Word Meaning. 115

Perception 118
Auditory Skills. 118
Rhyming Words 119
Hearing initial consonants. 123
Identifying same beginning sounds 127
Length of words 129

Visual Skills. 118
Completing pictures. 132
Matching story with picture 133
Reproducing objects. 133
Recognize endings of words 136
Left to right progression 138

Comprehension. 139
Verbal Skills. 139
Reading for content 140
Interpreting pictures 140

Thought Process Skills 139
Reading for meaning 140
Answering questions 141
Interpret punctuation 141
One step directions 142
More than one step directions 142

Communication. 143
Verbal Skills. 143
Using new words 144
Correct pronunciation 145

Oral Expression Skills 143

Exchanging ideas 146
Keeping to the point. 147

Appendix

Identification of Children Ready to Read 148

Children Ready to Read 149

Language Experience Approach to Reading. 150

RATIONALE

The teacher is one of the most important persons in a young child's life. A good teacher helps the child cope with problems and assists him to enjoy life, itself. Whether the child goes smoothly through his life stages or whether he withdraws or rebels against his society and the world around him is determined by the adults who provide the learning activities for him. It is you, the teacher who has a hand in helping the child become a graduate or a dropout.

It is the hope of adults that every young child will consistently grow physically, socially, emotionally, and educationally. However, emphasis is placed in this guidebook on the Language Arts.

It is imperative that you the teacher of young children be aware of the importance of your own use of language. As a model of correct speech, it is important that you be able to give direction that can and will be followed; ask questions that will elicit appropriate responses; know how to give explanations on the child's level of understanding without presenting false concepts; be sensitive enough to know when to talk and when not to talk.

The good teacher knows that parents have entrusted the best that they have to you for a time and for a reason. It is vital to determine the level of each child in language development so that you can take the child from where he is to where he is destined to go and at the same time determine which paths to take to get him there. The following statements are listed for your internalization because the group that developed this guidebook feel that they are vital to a good language arts program for young children.

Remember, you the teacher must look to, look at and respect each child; let him know daily that you know he is there, that he is an important member with his own particular uniqueness. Therefore, he must have his own specific place in the group. It is predominately necessary to use a positive approach, to give comfort, support and reassurance, to express affection and above all to accept the child's hostilities toward you and the whole world situation, if and when they are apparent. It is your responsibility to set limits and redirect unpleasant situations. As a teacher it is of vital importance that you encourage him (do not force him) to talk about personal things which he has made or is doing which are of value to him, especially those in the school setting. Remember to use serendipity (to discover by chance) as an insight on how children learn. Children are always discovering something new in their everyday environment. Therefore, it is quite essential to encourage each child to seek, to ask and to discover.

If I hear

I forget

If I see

I remember

If I do

I understand

You, the teacher are your greatest teaching technique and your curriculum is your attitude, voice, facial expression, dress and everything you do. As a teacher you must consider carefully whether your methods of procedure are really helping the child to learn or whether it is a means of easing your own feelings or of upholding traditions of virtue. The teacher should have and use a method of recording the child's progress. It should be accurate, detailed and systematic.

The activities and skills stated in this guide have worked for many other teachers of young children. This guide is devised as a method of using listening skills and spoken language from the least difficult to the most difficult activity depending on the child's maturity. Remember, it is through verbal expression that he will become more aware of self and begin to formulate and gain an understanding of language.

LISTENING

LISTENING

The importance of developing the ability to listen cannot be underestimated since listening is one of the earliest means through which a child learns. Communication involves those who listen, as well as those who speak. Since a young child needs to be guided and instructed in taking time to listen to others, it is the responsibility of adults to create an environment which is conducive to these learnings.

What the listener hears and how he interprets it is determined essentially by his prior experiences and background. Through the development of listening skills, we can help a child broaden his experiences and acquire new concepts. The following activities are designed to help the young child develop these skills.

The skills are not listed in any order of priority. However, the suggested activities are arranged according to levels of difficulty. It is hoped that this guide will assist the teacher in identifying the performance level of each child when he enters her classroom. Activities are included which are designed to help the child grow in the skill of listening. These activities are most effectively introduced to individuals or small groups. Since children learn through a variety of ways, we have included many suggestions for presenting the material used in these activities. We recommend the use of many stories, poems, finger plays and records.

A system has been suggested as a means of evaluating and recording the growth of each child as he progresses through the activities which are designed to achieve a specific skill. Use this system for evaluating each child's progress, for diagnosing individual needs and for grouping.

LISTENING SKILLS

--- Listens to recognize sounds and identify source.

--- Listens to sounds to identify likenesses and differences.

--- Listens to and responds to rhythmic patterns in music, words, verse and stories.

--- Listens for and associates meaning with spoken words -- vocabulary building.

--- Listens to and participates in conversation in familiar situations.

--- Listens to and follows directions.

--- Listens to develop auditory memory.

--- Listens to understand and identify story elements.

SKILL --- Listens to recognize sounds and identify sources

Activities

A. Allow the children to look at an object which produces sound. When the sound occurs, the children should be able to identify the object used to produce the sound.

Example: An adult or a child provides sources of sound such as a whistle, a horn, or a bouncing ball. As the children watch the adult blow the whistle, they respond to the sound by identifying the source. Responses may vary. A child may respond through gestures such as covering his ears, or turning away from the source. Some children may identify the source as a whistle. Others may call it a policeman's or referee's whistle. The variety of the children's responses would indicate to the adult whether or not the child understands the activity.

Sound sources should progress in difficulty to include such things as clapping hands, musical instruments and closing doors.

B. The adult provides a box or portable screen behind which the source of sound can be hidden from the children. Using the same objects that produced the sound in activity A. The adult makes the sound, and the children respond to the sound by identifying the source. Again, the responses will vary, according to the degree of the children's listening ability. This activity tests not only the listening skill, but the ability to hear.

C. Tape sounds used in activities A and B. Provide a listening area with tape recorder and prepared tape of sounds. Also provide actual objects or pictures of sound-producing objects, including at least one object or picture of an object that will not be heard on the tape. A small group of children will listen to the tape and identify each sound they hear. The expected first level of identification would be through selection of the actual object or picture. At this level, supervision is necessary by an adult or a child who has achieved this skill. This activity can progress in difficulty. For example: Have the child arrange the objects in a left to right sequence. This sequence may be checked later.

D. Choosing one of the sounds used in activities A, B, and C, a child tries to identify the direction from which the sound originates.

Example: The leader gives a whistle to each of two children. One child stands at the front of the room and the other at the back. Select a child to be "It". He stands in center of room and closes his eyes. One of the two children is appointed to blow the whistle. The child who is "It" must correctly identify the direction from which the sound came.

The level of difficulty may be increased by the addition of more locations from which sound can originate, such as by the window or by the door.

E. Have children listen for sounds around them. Working with a small group of children, direct one child at a time to close his eyes for fifteen seconds and report one sound which he has heard. The next child would be asked to listen for a different sound until each child has a turn. Later have children listen for the purpose of reporting all of the sounds they hear during a specified time.

This idea may be incorporated into any other activity where sound occurs. Example: Eggbeater in cooking experience, saw at workbench.

F. Take children on a listening walk. Explain to the group that they would walk quietly around the playground. At various points along the walk have children stop, listen, and report what they hear, such as the squeak of a swing, birds singing, the wind in the trees or sounds of traffic. Upon returning to the classroom, children may record their auditory memory through drawing pictures, dramatization, or imitating the sounds they heard.

G. Record children's voices for the purpose of identification. Tape the voice of one child. Have the other children listen and, if possible, identify the speaker. Continue until all children's voices have been taped. Replay tape for one child at a time to determine if the child can identify his own voice and the voices of others on the tape.

Sources:

Portable Workshop for Pre-School Teachers. Doubleday

Language and How to Use It - Beginning Level, with accompanying language kit and record. Scott-Foresman

Listening for Sounds from:

"First Adventures in Learning" Series Book
Associated Educational Services, by Golden

Sound records such as:

"Muffin In the City" and "Muffin In the Country"
from Little People Records - Identification Sound
Records from Peabody Kit

The Peabody Language Kit is named as a source because it includes activities which teach and reinforce all of the skills and activities which we have developed. If the kit is available it can be a valuable aid, however, it is not essential to carrying out this listening program.

EVALUATION SHEET

SKILL --- Listens to recognize sounds and identify sources

	Can identify 5 sounds-seeing objects	Can identify 5 sounds - without seeing objects	Can identify sounds and arrange in sequence objects used	Can identify location from which sound originates	Can identify sounds heard in the classroom	Can report sounds heard on listening walk	Can identify own voice on tape	Can identify voice of several classmates	
Betty									
Susan									
Tom									

The date for each activity will tell when each child has mastered the skill

SKILL --- Listens to sounds to identify likenesses and differences

Activities

A. Listen to sounds to determine loud and soft.

Have children to listen to two totally unrelated sounds, such as the sound of a bell and the sound of scissors cutting paper. Ask the children to determine which sound is loud and which is soft.

Have an adult clap hands first loudly and then softly identifying each to further help children develop the concept of loud and soft. Repeat activity and have children identify sound of clapping as loud or soft. Have a child clap and others identify sound as loud or soft.

Other sources of sound that can be used in a similar manner are, tapping rhythm sticks, beating a drum, knocking on a hard surface, etc.

B. Listen to tone to determine which is high and low.

Have the children listen to two different instruments, one pitched high (triangle) and one pitched low (drum). Ask the children to determine which sound is high and which is low.

Use a zylophone or available instrument to sound a tone which is low in pitch and another that is high in pitch. Identify each pitch to further help the children develop the concept of low and high tones. Repeat the activity and have the children identify the pitch of the tone as high or low. Have a child use the instrument and have others identify pitch.

A game could be devised whereby children jump up when they hear a high pitched sound and stoop down when they hear a low pitched sound.

Use a game such as "The Train Game" that would require specific response to pitch. A piano, xylophone or step bells can be used to denote the action of a train. Demonstrate to the children that a scale played upward means that the train goes forward. A scale played downwards means that the train goes backward. A single note means stop. The children line up to form the train. The train moves according to the pattern of sound the children hear.

C. Match sounds using the following activity:

Fill a set of containers that can be sealed on both

ends with a variety of materials such as rice, pebbles, sand, dried beans, marbles, puffed wheat, and a liquid (water).

Fill a second set of containers with identical substances. Devise a means of identifying each set of containers (paint one set red and one set blue or cover the cans with construction paper).

Give a child the two sets of cans and have him pair them by like sounds.

D. Using a musical instrument have the children listen as adult sounds two tones that are different. Indicate to the children that these tones are different. Sound two tones that are the same.... This technique should be repeated until children have developed a concept for same and different tones.

Using a game approach test children's ability to identify likenesses and differences in tone. Establish a tone, then sound a second tone. If the tones are the same, children stand up. If the tones are different, the children sit down. After the children know the game, use it, with each child individually to determine if he has mastered this listening technique.

EVALUATION SHEET

SKILL --- Listens to sounds to identify likenesses and differences

	Can identify loud and soft sounds	Can identify high and low musical tones	Can identify and match sounds which are alike	Can identify likenesses and difference in musical tones		
Betty						
Susan						

The date for each activity will tell when each child has mastered the skill

SKILL --- Listens to and responds to rhythmic pattern in music, verse and stories

Activities

A. Have the children listen to a song with a strong rhythmic beat, such as a marching song. While they are listening, encourage children to clap their hands in time to the music. Ability to keep time to the music will vary. A child might need much practice before he can consistently keep time. Music can be selected with varying rhythmic patterns.

B. While the children are seated have them tap their feet in time to the rhythm of a marching record. Play the record again, have the children march around the room keeping time with the music. Some children might have difficulty marching. In this situation an adult could assist the child by marching beside him.

C. An adult can tell a story with a refrain such as, "The Gingerbread Boy". After the children have heard the story ask them if they remember the refrain, "Run, run as fast as you can, you can't catch me, I'm the Gingerbread man." Tell the story a second time. Have the children repeat the refrain as it occurs in the story. In order to complete the rhythmic response give each child a set of rhythm sticks. As he repeats the refrain the child can tap out the rhythm with the sticks. Other stories which could be used are "Billy Goats Gruff," "Brown Bear," and "The House that Jack Built."

D. Provide a variety of rhythm instruments. Allow the children to explore them freely. Use music similar to that used in activities A and B. Have the children keep time using the instruments. Vary rhythmic patterns in the music selected.

E. Introduce the children to a rhythmic story such as, "The Bear Hunt" (copy included) or "The Brave Little Indian", from Kinder-Owl Series. Holt, Rinehart and Winston. Demonstrate the appropriate motions. Retell the story having the children respond with repetition of the story and the motions.

"HOW TO HAVE A BEAR HUNT"

(Rhythmic responses have been underlined)

Have the children sit facing you with their legs crossed. They repeat all your words and actions throughout the game. Begin clapping your thighs alternately in a steady rhythm to simulate walking. Everything that is said, is said in this rhythm. Since the children repeat all your words and actions, only your lines are given. Each phrase to be repeated is indicated by a slash mark.

(Start walking rhythm) Want to go on a bear hunt?/ O.K.?/ Let's go. Oh, look! I see a wheat field./ (Stretch neck to look over wheat field) Can't get over it./ (Lower head to look under) Can't get under it./ (Swing body and head to look around) Can't get around it./ Let's go through it./ O.K./ Let's go./ Rub hands together to make swishing sound of walking through wheat.)

(Resume walking rhythm) Oh, look. I see a river./ Can't get over it./ Can't get under it./ Can't get around it./ Let's swim it./ O.K./ Let's go./ (Make swimming motion with arms.)

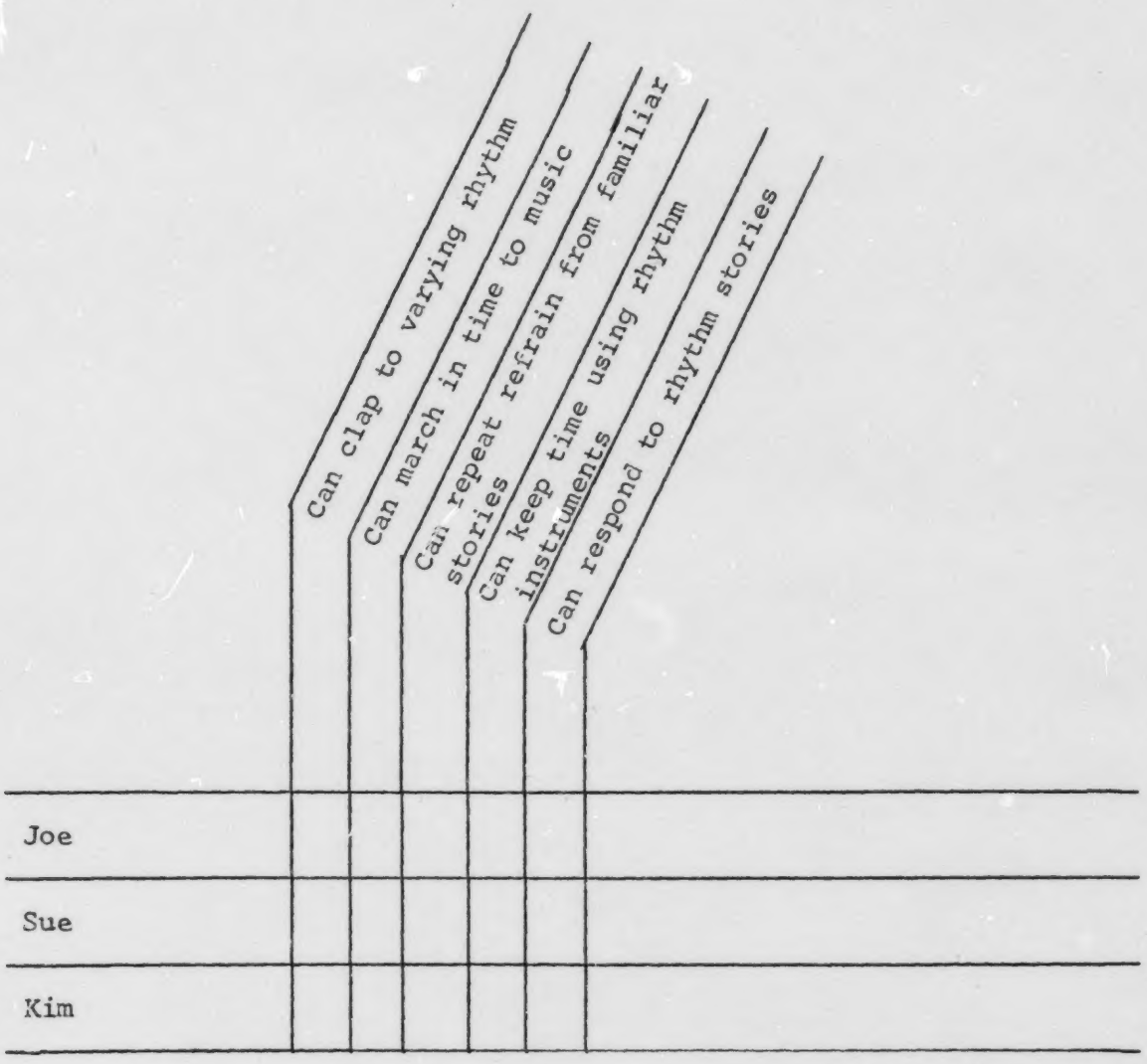
(Resume walking rhythm) Oh, look./ I see a bridge./ Can't get over it./ Can't get under it./ Can't get around it./ Let's cross it./ O.K./ Let's go./ (Beat fists or heels on floor)

(Resume walking rhythm) Oh, look!/ I see a tree./ Can't get over it./ Can't get under it./ Can't get around it./ Let's climb it./ O.K./ Let's go./ (Put hand over hand and rise until all come to a full stand) Jump!/ (Jump and then all sit.)

(Resume walking rhythm) Oh, look!/ (Stop rhythm, point, lower voice) I see a cave./ (Suspenseful whisper) Can't get over it./ Can't get under it./ (Build excitement) Can't get around it./ Let's crawl through it./ O.K./ Let's go./ (Tip-toe, with fingertips on knees) Tip-toe, tip-toe./ (Close eyes) It's dark in here./ (Make scary voice) Whoo! Ohhh! I feel something soft./ (Stroke knee with fingertips) and warm./ And furry./ It's a bear! (Running rhythm, jump up, climb down tree, jump down, run, cross bridge, run, swim, run, go through wheat field, run home.)

EVALUATION SHEET

SKILL --- Listens to and responds to rhymic patterns in music, verse and stories



The date for each activity will tell when each child has mastered the skill

SKILL --- Listen to and associate meaning with words-vocabulary building

Activities

A. In order to associate meaning with words, a child should have first-hand experiences with the concepts to be developed.

1. A working vocabulary, including names of items around the room, could be developed by concentrating on one area at a time.

a. Start with an informal situation in an area such as the housekeeping corner.

b. Question children to see if they can properly identify such items as the table, chair, cupboard, sink, bed, dresser, etc.

c. Responses may vary.

(1) Some children may not be able to identify the item.

(2) Some children may identify the item by telling how it is used. For example, when asked to identify a chair a child may answer "You sit on it".

(3) Other children may identify by naming the object.

(4) Some children may identify the object and include descriptive words.

2. A child who is unable to identify an item, such as a chair, should have many opportunities to use the item and hear the word used in conversation.

a. Give a child a point of reference by touching a chair as you say the name. Ask him if he can locate a similar item elsewhere and have him name it.

b. Show pictures of various kinds of chairs and have him locate similar chairs in the room. He may also identify chairs from pictures.

c. If the child can identify the object as requested, we know he associates accepted meaning with the word.

d. Another way to test for ability to name the chair would be to use a riddle, "What do we find in the kitchen that we sit on?"

The procedure outlined above could be used to introduce and build vocabulary in all areas of kindergarten curriculum.

B. Field trips can provide another means of vocabulary building. The first trips for young children should be to explore their immediate environment. (the classroom, library, playground, cafeteria, etc.) As he becomes familiar with his surroundings more extensive trips may be planned.

1. Prior to a planned trip such as to the firehouse, read a related story. Children listen to find out what kind of clothing the fireman wears and what equipment he uses.

2. After the children return from a field trip, have them name the articles of clothing and equipment they saw. Read the stories again to reinforce the vocabulary. These stories should be available for future individual use.

3. Make story records related to the trip available for individual listening. Records should be chosen to strengthen appropriate vocabulary.

4. A child may show that he understands the vocabulary by drawing or painting a picture such as one of a fireman or his equipment. He would use the vocabulary in explaining the picture.

5. Through role play and dramatization children will create situations which enable them to use new vocabulary. For example, after a trip to the firehouse, children might pretend to be firemen. They might use blocks to build the firehouse and play that they were putting out a fire.

6. Children could be given collections of pictures from which they could recognize those which represent the new vocabulary.

7. Children may dictate individual stories relating their experiences on the field trip. The vocabulary acquired as a result of the field trip will appear in the stories.

Other trips such as to the airport or police station would produce similar situations.

C. Develop vocabulary through use of stories, poems and records

1. Select a story such as "The Snowy Day" by Ezru Keats. Introduce the story to the children by asking what they would do on a snowy day. Accept all responses. After the children have discussed their personal experiences with snow, ask them to listen to the story in order to find out if Peter does the same things they like to do. What does Peter do that they have not done? Would they like to do all of the things that Peter does? After listening to the story have the children retell the story and compare their experiences to those of the characters in the story.

2. Read a poem such as "One Misty Moisty Morning" Mother Goose. Ask the children to listen to find out what the weather was like, who did I meet, how was he dressed and what did he do and say. The poem could be reread to verify the answers. After hearing the poem the children might want to pantomime or dramatize it.

"One Misty Moisty Morning,
When cloudy was the weather,
I chanced to meet an old man
clothed all in leather;
He began to bow and scrape
and I began to grin -
How do you do, and how do you do,
and How do you do again."

3. Provide story records such as "Jack and the Bean Stalk," or "The Three Little Pigs." Children may listen individually or in small groups. Children's responses may be through retelling the story. This could be taped so a child can hear his own version of the story to make a more accurate comparison of his version with the original version. Several children might dramatize the story.

4. Children may use the information they gain through listening to stories, poems and records in their art work. They may draw or paint a picture depicting some phase of the story. Their use of vocabulary learned from the story will be apparent when they explain their pictures.

5. Set up a learning station using the tape recorder and individual listening stations. Tape a story such as "The Three Little Pigs." Provide paper and crayons. Instruct the child to listen to the

story to find out what kind of house each little pig lived in. At the conclusion of the story ask the child to draw a picture of the first little pig's house.

D. The Peabody Language Development Kit Level P and Level I contains many lessons designed to increase vocabulary. If the kit is available, it is a valuable aid to vocabulary building. For example, lessons 2, 3, 4, 5, and 6.

EVALUATION SHEET

SKILL --- Listens to and associates meaning with words - vocabulary building. As the child matures his vocabulary expands. Therefore, this skill must be continuously evaluated.

	Acquires vocabulary from firsthand experiences	Acquires vocabulary from field trips	Acquires vocabulary from stories, poems, records	
John				
Mary				
Sue				

The date for each activity will tell when each child has mastered the skill

SKILL --- Listens to and participates in conversation in familiar situations

Activities

A. Using telephones

1. Provide a corner of the room with a table, 2 chairs, and 2 telephones (either toy ones or real). Encourage children to use telephones to converse freely, as they might at home.

   a. If adult observes children using the telephone she should listen to the conversation (without disturbing the children) to determine if they are listening and responding to each other.

   b. Adult may enter into conversation with children after they have used the telephones by discussing subjects the children have already brought up, and by their response, she can determine if the children are listening.

2. Suggest to child that he use the telephone to issue an invitation to other children to a make-believe party. Other children help to plan the party.

3. Set up a store situation and home area with telephones -- suggest children in home area order supplies by telephone. Children in store area must listen to make up order.

4. Teacher may use the telephone to call a child and arrange for child to communicate a message to children in the housekeeping area. (Example: Put the baby in the carriage and take him for a stroll.) If child can communicate this direction, we are aware that he listened to the direction.

B. Let children plan activities within a given area such as block corner. Let them determine their separate responsibilities. Adult may join group and question children concerning their part in the planning. Each child would then tell what his part in the activity was.

C. Using hand puppets or other puppets

1. Adult and child each choose a hand puppet and puppets talk to each other in a conversation.

2. Adult uses a puppet as a medium for telling a story. The puppet questions the children and the children

respond directly to the puppet. Stories may involve the children and their activities.

3. Adult (or child) uses the hand puppet to tell a familiar story such as "Goldilocks" or "Little Red Riding Hood."

   The listener may use the flannel board and appropriate characters to retell the story. His ability to do this tests the quality of his listening.

D. Teacher makes up song using familiar tunes such as, "Are you Sleeping", or "Ten Little Indians". Words involve children's names and simple activities. Activities might involve following directions. Child sings his response.

   Tune of "Mary Had A Little Lamb"

   Teacher sings - "Johnny, put your smock away, smock away, smock away. Johnny put your smock away, do it right away."

E. Peabody Kit - Lesson 6, 10, 15, 16, 22, 29, 44, etc.

F. Listens to and appreciates contribution of others

   1. Sharing time - children share experiences or show and share toys

   2. Plan for small conversational groups to discuss topics of interest, such as TV stories, toys, pets

   3. Have children make up original stories or re-tell stories.

   4. Adult may join children at snack time and participate in their informal conversations.

   5. Lead children into conversation at snack time by introducing subjects of conversation based on earlier activities of the day -- such as filmstrip, story, weather, cooking experience, or science project.

If a child exhibits a particular need in this skill, more opportunities to use the activities should be provided.

EVALUATION SHEET

SKILL --- Listens to and participates in conversation in familiar situations

	Can respond to telephone conversations	Can respond to questions about planned activities	Can respond to conversation and stories using puppet	Can respond to directions which are sung	Can respond to conversation
John					
Mary					
Sue					

The date for each activity will tell when each child has mastered the skill.

SKILL --- Listens to and follows directions

Activities

A. Involving single directions

1. An adult gives a child a direction involving an activity which he understands. Observe his response to determine whether or not he can do it. Continue issuing directions until he responds successfully.

2. Have a small group of children listen to a record, such as "A Visit to My Little Friend", which gives specific single directions. This record directs the children through a series of physical activities in which they walk, run, skip, etc. The children follow the directions as they are given. Other records which could be used are -- "My Playmate the Wind", "Hurrah, Today is Your Birthday", "Nothing to do".

3. Set up an area in which a pegboard and pegs are available. An adult gives the child a set of red pegs and directs him to place the pegs in the pegboard. The direction could become increasingly difficult by using color and number concepts with the pegs. The child listens to the direction and performs the task. Colored counting cubes can be used in a similar manner, or directions can be extended to include establishing patterns. Patterns can also be established on the flannel board using sets of flannel cutouts.

B. Involving a sequence of directions

An adult gives a child a sequence of directions to follow such as "Go to the shelf and pick up the toy car". If the child responds satisfactorily to a series of two directions, the adult may increase the sequence to include 3 or 4 directions: "Go to the shelf, pick up the toy car, put it on the desk and return to your seat".

C. Listening games arranged according to difficulty

1. Echo Game - Two children at a time play. One is the "speaker" and the other is the "echo". The "speaker" says something as clearly as he can and the "echo" repeats what he said; children take turns with both parts. They stand on opposite sides of the room.

2. Gossip - Make a circle. The first person whispers a sentence to the second, who whispers it to the next, etc. The child farthest away who can correctly repeat the sentence becomes the new "it."

3. Simon says - A leader directs a group of children to listen to directions given. If the direction is preceded by the phrase "Simon Says" they follow the direction. If the phrase, "Simon Says" is omitted they must not follow the direction; those who do follow directions are out. Game continues until one person is left. He becomes the leader.

4. Little Tommy Tittlemouse - One child hides his eyes while everyone says:

   "Little Tommy Tittlemouse,
   Lives in a little house."

   The teacher points to another child who tiptoes behind the first child, and taps on the desk as the children say:

   "Someone is knocking, Oh, me!
   Oh, my! Someone is saying"

   The second child says: "It is I."

   "It" has three chances to tell who is knocking. If he fails the other child takes his place. If he guesses correctly, he gets another turn.

5. Ring the Bell - Children sit on the floor in a circle with the bell in the middle. The leader gives a direction and calls on a child to carry it out.

   Example: 1. Hop to the bell on one foot, ring it, return to your place hopping on the other foot.

   2. Walk to the bell, walk around it, and then ring the bell three times.

6. Bring Me - Leader calls name of child and says, "Bring me the chalk or the book". If he can follow directions he does it. If the teacher says "Bring me the window or the wall," he must remain quietly seated or he is out.

D. Singing Games

1. Have the children listen to the song "The Muffin

Man". When they can sing the lyrics explain directions for the game; the children form a circle with one child who is "It" in the center. As the children sing they hold hands and walk around the Muffin Man singing "Oh do you know the Muffin Man, the Muffin Man, the Muffin Man, Oh do you know the Muffin Man, who lives in Drury Lane." The Muffin Man selects a partner and as the children sing "Oh yes we know the Muffin Man .....," they hold hands and hop up and down. Children select new partners and the game proceeds until each child has a partner and all are hopping up and down.

Other singing games such as "Did You Ever See a Lassie", "Round and Round the Village" and "Paw Paw Patch" can be used.

2. Use a record to introduce the children to a singing game such as "The Hokey Pokey" or "Looby Loo". After hearing the directions on the record the children should be able to form a circle and proceed with the game while listening to the record.

E. Listening activities using tape recorder

1. Set up a listening station with tape recorder

Provide child or small group of children with blank paper and crayons. Tape simple directions such as "Draw a line on your paper". After the children can respond successfully to a single direction, directions can become more difficult and include color, shape and location of line on paper.

Give child a picture to color by following directions given on tape recorder.

2. If Peabody Kit is available many of the lessons are designed to develop this skill.

EVALUATION SHEET

SKILL --- Listens to and follows directions

	Can follow a single direction	Can follow a sequence of directions	Can follow a series of directions as given in listening games	Can follow a series of directions as given in singing games	Can follow one direction on tape recorder	Can follow series of directions on tape recorder	
John							
Mary							
Sue							

The date for each activity will tell when each child has mastered the skill.

SKILL --- Listens to develop auditory memory
(Auditory memory is a part of earlier skills. Here we want to direct attention to repeating poems, finger plays and songs.)

Activities

A. Using rhymes and stories

1. Listens to and learns to repeat familiar rhymes such as, "Jack Be Nimble", "Little Boy Blue", "Three Little Kittens".

2. Listens to a poem and makes appropriate gestures or motions suggested by the poem. The rhyme, "Hickory Dickory Dock" is appropriate for this activity. As the children recite have the children use the following gestures:

Hickory Dickory Dock -- children sway bodies from side to side

The Mouse Ran Up the Clock - Use fingers of one hand to represent mouse climbing <u>up</u> opposite arm.

The Clock Struck One - Clap hands one time.

The Mouse Ran Down - Use fingers of one hand to represent mouse climbing <u>down</u> opposite arm.

Hickory Dickory Dock - Sway bodies from side to side.

3. Listen to a story such as "The Three Bears." Children may dramatize the story. Auditory memory will be enforced as the children portray the characters and develop the sequence of events.

B. Listens to and learns to repeat finger plays such as, "Grandma's Spectacles."

Here are grandmother's glasses - make circles with thumb and index finger

And here is grandmother's hat - put both hands on head to make pointed hat

And here's the way she folds her hands,

And puts them in her lap.

Here are grandfather's glasses - make larger glasses

And here is grandfather's hat - make larger hat

And here is how he folds his arms

And sits like that . (cross legs)

C. Listens to and learns songs, such as, "The Bus Song", "B-I-N-G-O", "The Postman".

Source books for songs

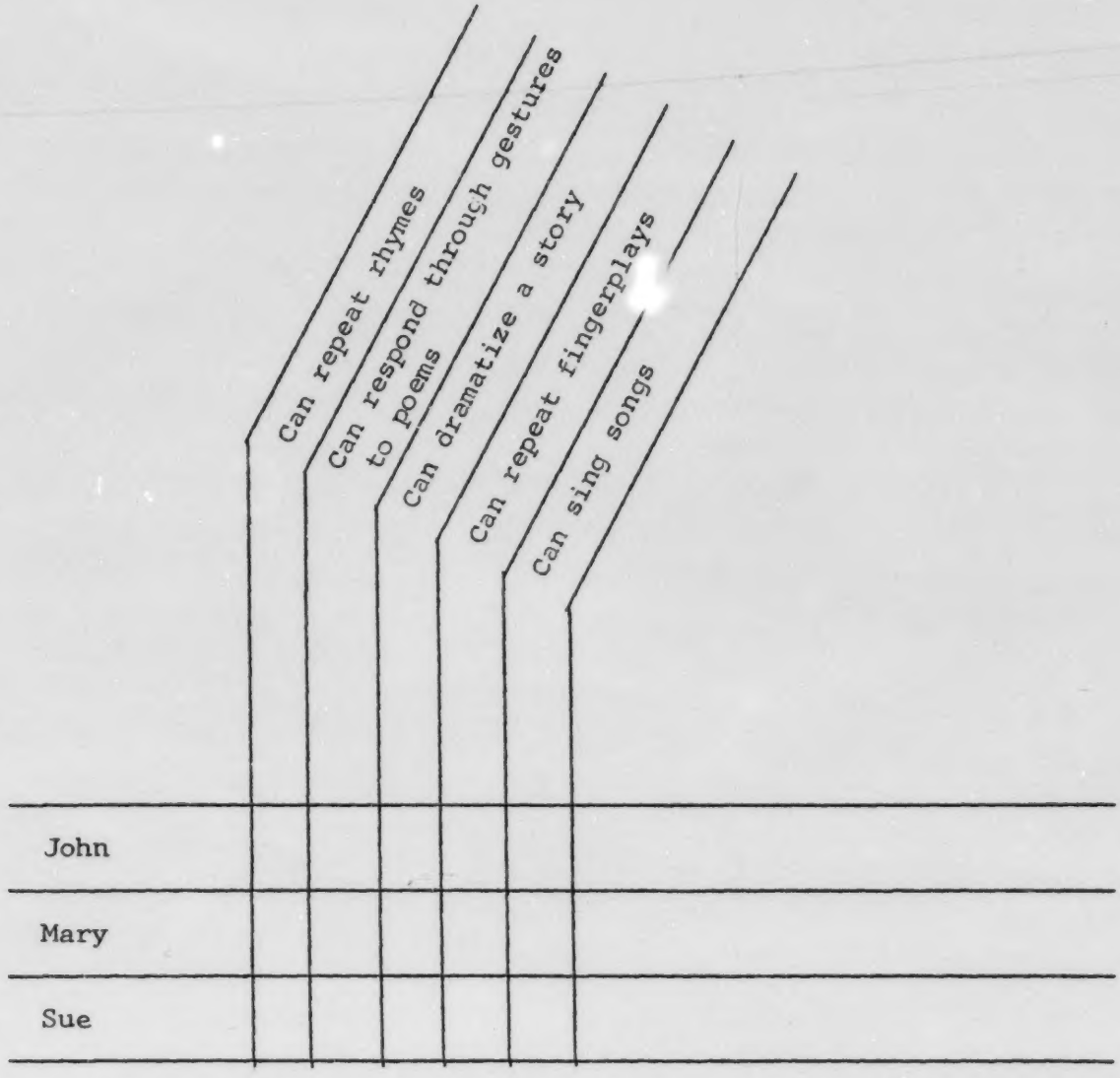
1. Making Music Your Own
   Silver Burdett Company

2. Music For Young Americans
   American Book Company

D. Suggested Peabody Kit lessons are 1, 5, 6, 10, 11, 12, etc.

EVALUATION SHEET

SKILL --- Listens to develop auditory memory



The date for each activity will tell when each child has mastered the skill.

SKILL --- Listens to understand and identify story elements.

Activities

A. Listens to stories told.

1. Assemble a small group of children to listen to a short story told by an adult. Stories should be made up about individual children in the group. Before beginning the story, ask children to listen in order to tell who the story is about. Continue telling stories about the children but vary the purpose for which they are listening. For example: "What did the child in the story do?" or "Where did he go?" etc. Use only one question per story. Children respond by answering the question. When responses are satisfactory, more questions can be asked.

2. Assemble a small group of children to listen to a familiar story (such as "The Three Bears," "Billy Goats Gruff", "Little Red Riding Hood" told by an adult. These stories can be at intervals over a period of time. The emphasis should be on different story elements each time.

a. 1st telling - Ask children to listen to identify the characters
b. 2nd telling - Ask children to listen to tell where the story took place.
c. 3rd telling - Ask children to listen to tell the sequence of events.
d. 4th telling - Have children retell the story verbally. They may also use the flannel board with appropriate characters.

B. Listen to stories read.

Adult assembles a small group of children. Adult selects a simple short story book with large pictures to read to the group.
Follow the same procedure for listening activities and questions as was used in telling stories. (A above)

C. Listens to story records

1. Use a story record with accompanying story booklets such as those published by Little Golden Record Co. and Walt Disney Co. Assemble a small group of children. Acquaint the children with the procedure for turning the pages when they hear a given signal

on the record. Adult observes the children to see if they are turning the pages at the proper time. Adult may further test listening ability by discussing the story with the children.

2. Use a story record that has accompanying book. Before playing the record establish a purpose for listening (i.e., "Let's listen to this record to see what the story is about")

Story records should be varied in length and difficulty. The need for this variety will be determined by the individual child.

D. Other techniques to be used with the above activities

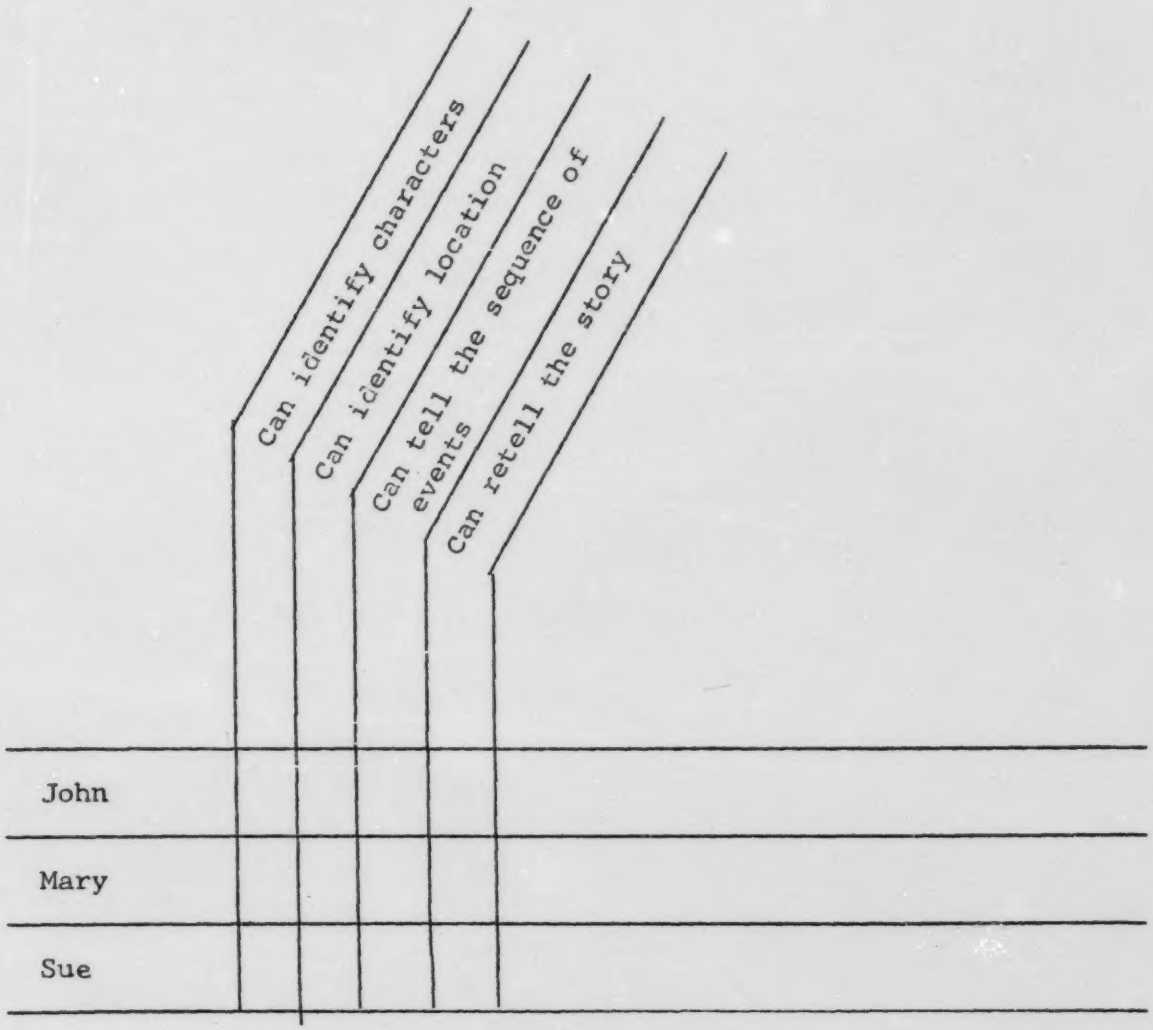
1. Word pictures - Have children listen to story for words that describe the characters, location, weather, season, etc.

2. Read short stories to children and have them make up titles for stories.

EVALUATION SHEET

SKILL --- Listen to understand and identify story elements

Each of the following activities should be evaluated for stories told, stories read and stories on records.



The date for each activity will tell when each child has mastered the skill.

SPEAKING

SPEAKING

In order to aid the very young child to develop skills in the spoken language there is an essential need for awareness in other areas. We must consider that each child comes to us with something of value, however, the level he uses to illustrate his growth does not necessarily interpret in truth all he represents. It is necessary to remember to always create an environmental situation that offers comfort, interest and similarity to suit the child's needs. Observation is an interesting key. For example, a child coming from a home situation where he has been encouraged to believe his most comfortable play area is on the floor would naturally feel uncomfortable at a table. Hence, it is helpful to remember to attempt to develop language skills wherever the opportunity occurs.

A very young child needs to be free in his developments. He learns best when he is unaware that he is being instructed. An instructor of very young children should be aware that children master many basic skills as a pattern of nature. Even though children learn very early how to react to sound, make their own sounds and pattern the sounds of others, they sometimes enter a school situation making little or no attempt to exercise these skills. When an attempt is made at a level we think the child is ready for proves negative, it may be a time signal for an adult in the situation to recall these basic skills and activate them, because structural language cannot be developed without using these skills in a higher degree; sounds become words and cries become verbal demands. The process of spoken language grows from the sound without understanding to the easily understood utterance of an indefinite number of words.

The following information has been compiled in a sequence that worked in a school situation. However, its patterns and media may be adaptable. The activities are designed to give aid to the quiet child as well as one who freely engages in natural verbalization. Remember a child grows according to his experiences. Experiences began at birth. They depend on those who make contacts with the subject, namely, the child.

SPEAKING SKILLS

Vocabulary

--- Reacting to sound to determine if child can hear

--- Reacting to sound to determine how well the child can hear

--- Repeating words to get a verbal response

--- Using words as a response

Conversation

--- Using sentences to express thoughts

--- Asking and answering questions clearly

Picture Interpretation

--- Developing skills for interpretation

--- Developing skills of responding

Group Interaction

--- Conversing on a one-to-one basis

--- Participating in group discussion and planning

Natural Verbalization

--- Talking about experiences

--- Retelling happenings in proper sequence

--- Creating stories

--- Dictating a creative story spontaneously

SKILL ---*Reacting to sound to determine if child can hear

Activities

A. Whisper question in child's ear (Example: "Can you hear me?")

Child Response:

1. Indicates by gesture that he hears
2. Answers yes or no

B. Speak to child from a distance (natural tone of voice) (Example: Using child's name, ask, "How did you come to school?")

Child Response:

1. Indicates by gesture that he hears
2. Answers question with word or words

C. Use other instructional media for similar activity as above

1. Tape recorder - answer previously recorded questions
2. Peabody Kit - have child repeat and identify sounds he heard from record, "Sounds of our Environment."

* Cross reference: See materials on Listening Skill---Listening to Recognize Sound and Identify Sources

SKILL --- Reacting to sound to determine how well a child can hear

Activities

A. Hearing capacity -- Ring a bell and ask a child, "Do you hear something?"

Child Response:

Child answers yes or no.

B. Imitates -- Ring a bell and ask child, "Can you make that sound?"

Child Response:

Child rings the bell himself or he makes the sound of the bell, "ding-aling".

C. Identify and labeling -- Show a bell and ask him, "What is this?"

Child Response:

Child should respond by identifying the bell.
Example: ding dong, ding-a-ling, ringer, etc. a bell

D. Comparison -- Ring a bell, then beat a drum. Ask child, "Do they sound the same?"

Child Response:

Child response should be negative. (nod, grunt, no)

Ring a bell softly, and then loudly. Ask child, "How do they sound?"

Child Response:

Child should respond by saying, "soft and loud", or child should respond they are not alike.

E. Discrimination -- Ask child to close his eyes. Play xylophone, ring a bell and beat a drum. Ask child, "Do you hear a bell?"

Child Response:

Child should respond, "Yes, I hear two bells", "I hear a bell", or "I hear a bell and two other sounds".

The above activities have been designed with the idea of taking a child from the lowest level to the highest level necessary to determine his hearing ability. When a child possesses these skills, as developed herewith, the use of a bell (imitation, identification, comparison, and discrimination) he should be able to follow a like pattern and proceed in the next area of vocabulary development (phonics or sounds to words).

If a bell is not available, other media may be used, such as: a whistle, tap on a desk, stamp a foot, play piano, sand blocks, or drum.

EVALUATION SHEET

SKILL --- Reacting to sound to determine if child can hear and how well he hears

	Can hear a whisper	Can hear a natural tone of voice across room	Can hear a sound	Can imitate the sound	Can identify the sound	Can label the sound	Can distinguish between two different sounds	Can compare two sounds 1. differences 2. likenesses
John								
Mary								
Sue								

The date for each activity will tell when each child has mastered the skill.

Words are a series of sounds linked together in a specific pattern, therefore the skill of repetition is vital to develop a child's speaking pattern. Remember, an infant attempts to repeat what he hears and begins to remember the pattern even though its meaning to him is limited. Like sounds, words become more familiar through repetition, therefore the following activity is one way to prompt a child to repeat the expected words at the lowest level to the highest level of using the same words in a different situation with meaning.

SKILL --- Repeating words to get a verbal response

Activities

A. Children sing, "Little Johnny Brown" song.

Little Johnny Brown, lay your comfort down.

Refrain

Fold one corner, Johnny Brown
Fold another corner, Johnny Brown
Fold another corner, Johnny Brown
Fold another corner, Johnny Brown
Take it to your neighbor, Johnny Brown

Refrain

Bark like a dog, Johnny Brown

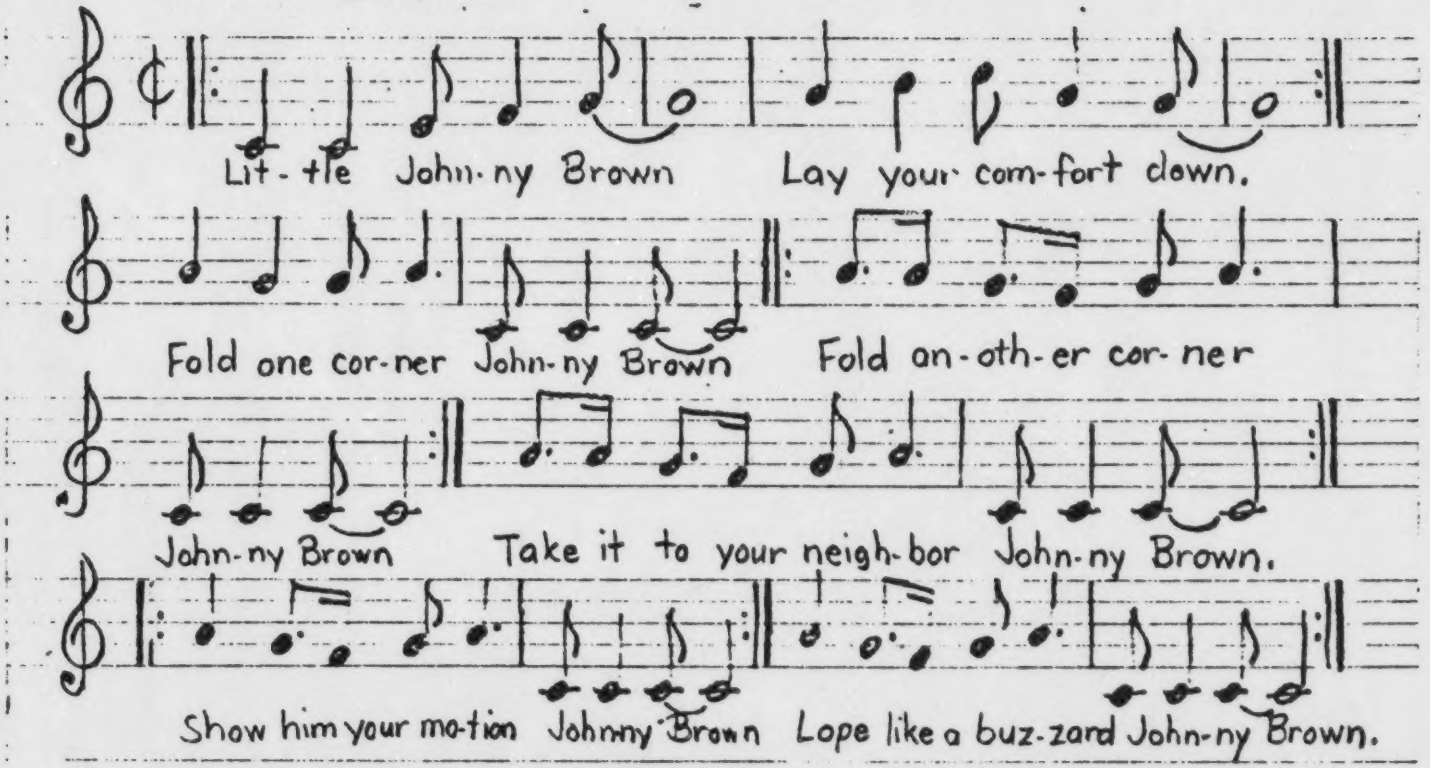
Refrain

Use any sound, Have cloth available. One child is Johnny Brown and is put in center of circle with other children making up the circle. All will sing song. The child in the center will go through all motion words. Then child passes the cloth to the child he chooses to be his neighbor; each child gets his turn. In addition, use children's own names instead of Johnny Brown.

Child Response - Imitate - repeating Johnny Brown (in unison)

Child Response - Identify - child identifies when he sings his own name instead of Johnny Brown

LITTLE JOHNNY BROWN


Lit-tle John-ny Brown Lay your com-fort down.
Fold one cor-ner John-ny Brown Fold an-oth-er cor-ner
John-ny Brown Take it to your neigh-bor John-ny Brown.
Show him your mo-tion Johnny Brown Lope like a buz-zard John-ny Brown.

Child Response - Compare - child compares the sound of his name to other children's

Words are a series of sounds linked together in a specific pattern, etc.

Child Response - Discriminate - Child discriminates two names if they are the same in the classroom. Example: Michael B. and Michael J.

Analyze - Child should be able to take certain words from the song -- Example: fold, down, and corner, and use these words correctly in a different situation.

Other media to use are:

Songs: "My Name Is"
"Punchinello"

Pictures

Stories

Records

Fingerplays

Riddles

Objects

EVALUATION SHEET

SKILL --- Repeating words to get a verbal response

	Can repeat words without meaning (imitating)	Can substitute meaningful words (identification)	Can identify that two words sound alike (comparison)	Can determine that two words are different in some way (discrimination analysis)	Is using newly acquired vocabulary in new situations	
Betty						
Susan						

The date for each activity will tell when each child has mastered the skill.

SKILL --- Using words as a response

Activities

A. Grab box. Have an assortment of familiar objects in a box; for example, small toys, objects of different textures, and fruit, vegetables, and crayon.

1. Identifies - Present child with grab box. Have him feel objects and take one out. Ask the child what it is.

2. Describes - Present child with same grab box and ask him to feel the objects. Ask the child "What does it feel like?"

Child Response - Child describes the object. For example: if the child has selected an apple, he should say, "I feel something that is round and it is smooth." He may then take the apple out of the grab box and look at it. He should give some description of the apple after seeing it. If he wishes to take a bite out of the apple to see how it tastes, ask what it tastes like.

3. Discriminates - Present child with a grab box. The grab box must have four objects in it. Three objects which are alike, and one object which is different. Have child feel objects in grab box, ask the children to find one that is different, and tell why it is different.

Child Response - Child will find the object that is different. For example, use three circular objects and one square object. Say, "It's shaped different," or something similar.

4. Compares - Present child with grab box containing three objects -- two objects that are the same, and one object that is different. Have child feel objects and find the objects which are alike and tell why they are alike.

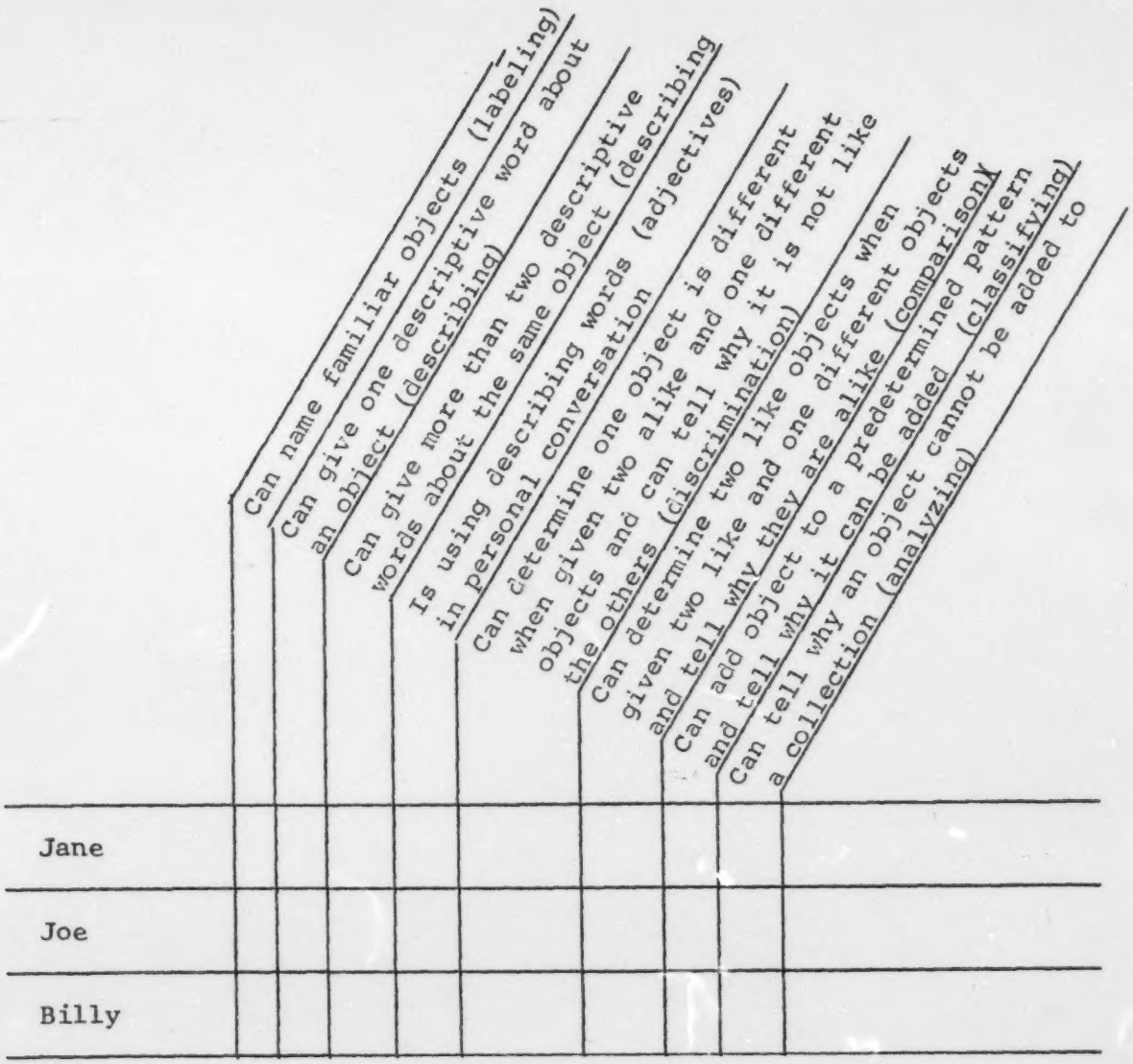
Child Response - Child should find the two objects that are alike and tell how they are alike. (Example: 2 oranges and 1 banana. The child may say, "These two things are alike, because they are round."

5. Analyze - Use grab box with objects that are round and rough. Have a selection of unfamiliar objects that are rough and round, smooth and square on the table. Hence, child will feel what is in the grab box and describe it, then have child take unfamiliar objects from the table that feel the same as one of the objects in the box. Ask why he chose the object than ask him to put it back in the box.

Child Response - Child will describe the objects in the grab box as rough and round. He should be able to take the unfamiliar object and make the decision as to whether it should go in the grab box - why it should or should not.

EVALUATION SHEET

SKILL -- Using words as a response


Can name familiar objects (labeling)
Can give one descriptive word about an object (describing)
Can give more than two descriptive words about the same object (describing)
Is using describing words (adjectives) in personal conversation
Can determine one object is different when given two alike and one different objects and can tell why it is not like the others (discrimination)
Can determine two like objects when given two like and one different objects and tell why they are alike (comparison)
Can add object to a predetermined pattern and tell why it can be added (classifying)
Can tell why an object cannot be added to a collection (analyzing)
Jane
Joe
Billy

The date for each activity will tell when each child has mastered the skill.

SKILL --- Using sentences to express thoughts

Activities

A. Puppets - Use a variety of puppets (for example, finger, hand, stick, and body). Begin with the characters most familiar to the child and proceed to the less familiar. A suggested sequence might be family groups, animals, story book characters, and community helpers.

1. Imitate - Place child in comfortable situation with an adult and/or other children. Present child/children with some puppets from a family group such as mother, father, sister, brother or baby. Let him choose the role he wishes to play. Ask "Can you pretend to be (family member)?"

Child Response - Child should respond by imitating his family member using words, phrases or complete sentences. It is important that the adult will respond to any idea that the child imitates so that a conversation can evolve.

2. Identify and Label - Present child/children with same group of puppets. Ask "Who are you pretending to be?"

Child Response:- Child should respond, "I am the Mother." Adult should ask, "What do you do?" Child should respond "I clean house," "I cook", "I feed the children", "I change the baby", etc.

3. Discriminate - Adult asks, "Who else lives in your house?"

Child Response - "My children"

Adult asks - "Anyone else?"

Child Response - "Yes, my husband"

4. Analyze - Adult asks, "Where is your husband? I don't see him."

Child Response - Conversation should continue as he sees it through the mother's eyes.

A similar activity may be developed with the use of any puppet. Likewise the activity does not have to be limited to one puppet. It can be made more difficult by using more puppets in an appropriate situation for example, a puppet show.

EVALUATION SHEET

SKILL --- Using sentences to express thoughts

	Can speak at least one sentence related to a chosen activity (identifying)	Can describe some activity related to the activity using more than two sentences	Can carry on a conversation of at least two sentences	Can follow through ideas or ideas thoughts in order to follow through another person's	Can initiate conversation with them ideas and state
John					
Mary					
Sue					

The date for each activity will tell when each child has mastered the skill

SKILL --- Asking and answering questions clearly

Activities

A. "Who am I" (game)

This activity may involve the entire class or a small group. Have children seated on the floor in a circle. One child pretends to be an animal; he may use gestures, action and sounds. He should be in the middle of the circle so all children may see. Children in the circle ask for example, "Are you a dog?", "Are you an elephant?" The child who is playing the part of the animal will answer "No, I am not a _____" or "Yes, I am a _____." His answer must be appropriate. The child, who guesses the animal is the next one who pretends. Each child should have a turn.

1. Imitates - The child must decide on one animal he wishes to imitate.

   Child Response - The child imitates the animal by using the animal gestures, motions, actions and sounds.

2. Identifies - The child should identify himself as the animal.

   Child Response - The child should respond to the other children's questions by saying "Yes, I am a dog, no, I am not a cat."

3. Discriminates - A child in the circle asks the pretender, "Are you a dog or are you an elephant?"

   Child Response - The child should answer, "No, I am not a dog, and I am not an elephant" or "No, I am not a dog, I am an elephant."

4. Compares - A child in the circle asks the pretender "Are you a big dog or a little puppy?"

   Child Response - The pretender should answer "No, I am not a little puppy, I am a big dog" or "No, I am not a big dog, I am a little puppy."

5. Analyzes- The question and answer game may be used in any classroom situation, for example, planning time, talking on the play telephone, etc. Another question and answer game is "Who is Missing?" Have all children close their eyes except one. The child with his eyes open acts as the

leader. He picks one child to hide out of the classroom. Then he asks children to open their eyes and he asks "Who is missing?"

Child Response - Children should maintain a conversation using questions and answers in any situation or activity.

EVALUATION SHEET

SKILL --- Asking and answering questions clearly

	Can ask a question clearly enough to elicit the expected answer	Can answer a question so that no further questioning is necessary	Can maintain a conversation using question and answering technique
John			
Mary			
Sue			

The date for each activity will tell when each child has mastered the skill.

It is important to use
black and white as well
as color pictures.

SKILL --- Developing skills for interpretation

Activities

A. When shown an action picture the child should identify some object or person in the picture.

B. If child is able to name one or more objects or persons, he should be asked what is happening in the picture.

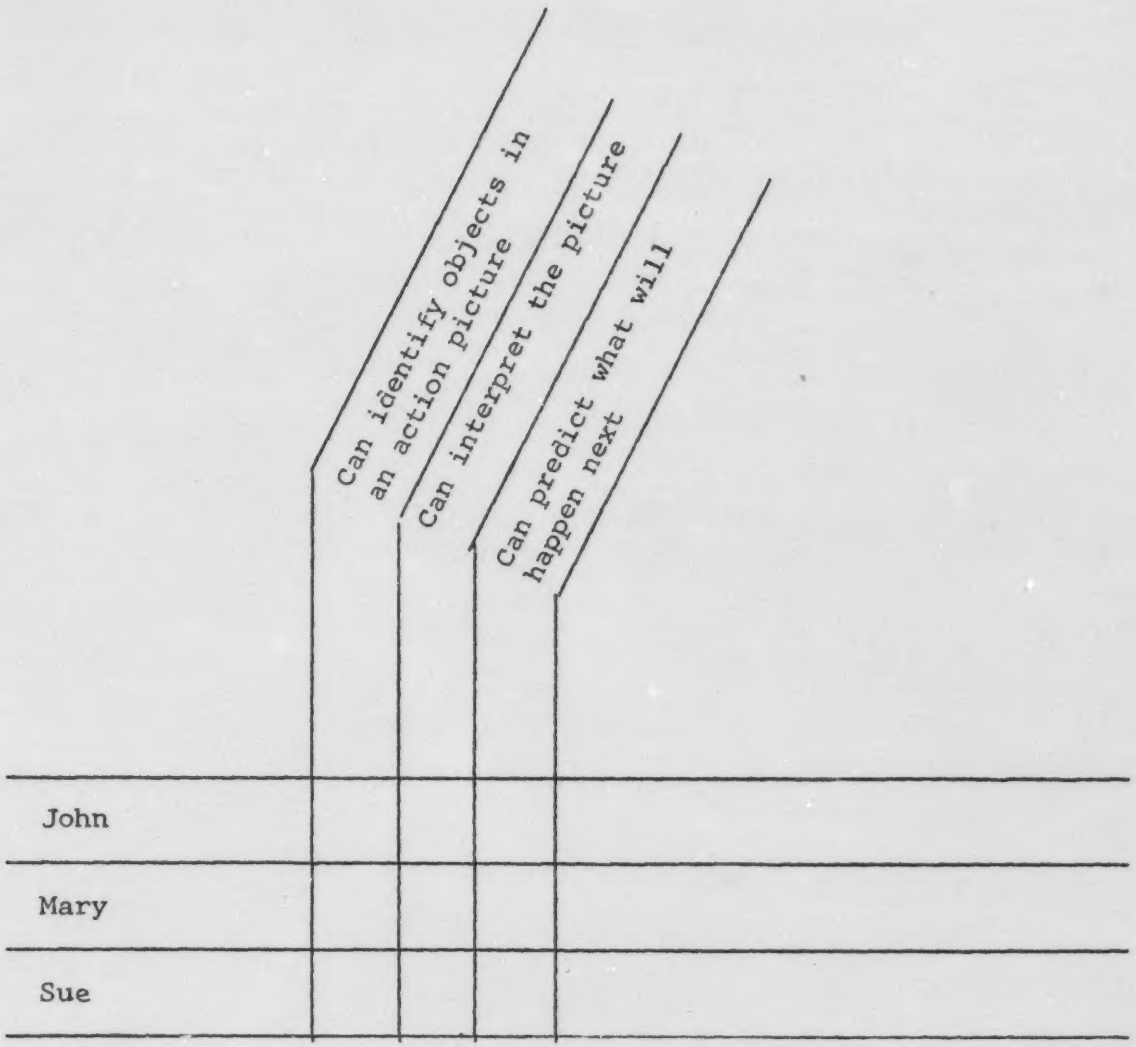
C. If child is able to describe what is happening, he should be asked what he thinks will happen next.

Record the reaction of the child to any of the above levels, verbal or non-verbal.

Adpated from the "Picture Interpretation Test" by Richard M. Petre, Maryland State Department of Education.

EVALUATION SHEET

SKILL --- Developing skills for interpretation
(Using a picture to develop critical thinking and speaking)



The date for each activity will tell when each child has mastered the skill.

It is important to use
black and white as well
as color pictures.

SKILL --- Developing skills of responding

Activities

A. No response (will naturally stop questioning if there is no response)

B. Enumeration--the child could name and point to specific items

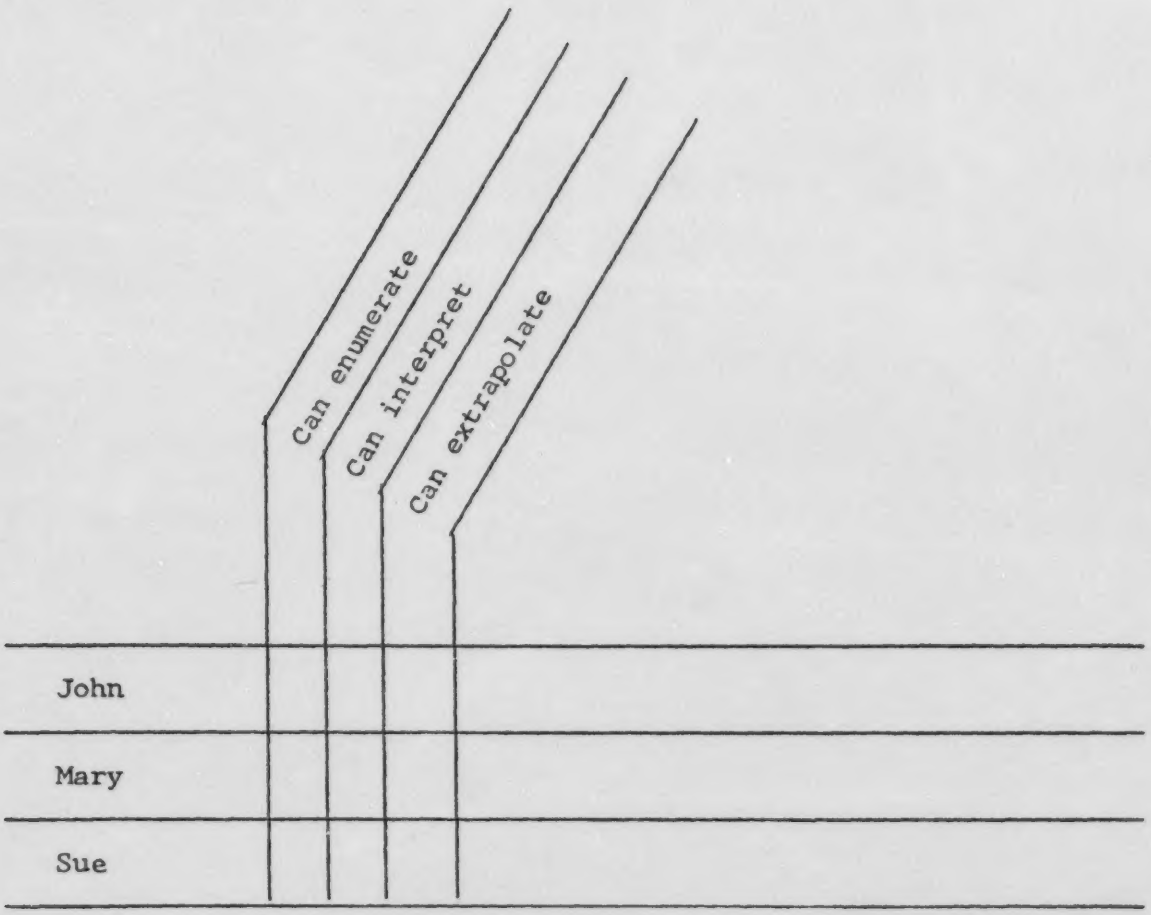
C. Interpretation -- the child could tell the main action taking place in the picture

D. Extrapolation -- the child could use the information in the picture and make up a logical story which went beyond the pictures in action

Adapted from the "Picture Interpretation Test" by Richard M. Petre, Maryland State Department of Education.

EVALUATION SHEET

SKILL --- Developing skills of responding
(Using the picture interpretation technique as a testing situation)



The date for each activity will tell when each child has mastered the skill.

A child, who is able to relate in group situation is well on his way in developing spoken language. In order for him to react verbally in a group situation he must have developed a vocabulary and confidence in himself. These are essentials in the spoken language. Provide this child with a stimulus and a comfortable situation and he should be able to communicate, one to one, or in group discussions and plannings. An attempt has been made to take this child through an activity which will promote or reinforce these skills. When the child is able to converse in sentences he should be able to initiate or participate in continuing conversation.

SKILL --- Exchange thoughts on a one to one basis

Activities

(Have interesting and familiar toys in room. Ask child to select his favorite toy. Example: toy train)

A. Imitate - Ask child to pretend that he is a toy train.

Child Response - Child should imitate the toy train for example (making its sound and showing its movements)

Identify-Label - Ask child to name the toy he has selected.

Child Response - Child should respond by saying "Choo-Choo" or "train".

B. Compare - Present child with a few of the other wheel toys in the room (example: a truck, airplane and car). Have child tell you how they are like the train.

Child Response - Child should say "they all have wheels," "they all move," or "you can ride in them". (accept all logical answers)

C. Discrimination - Present child with same wheel toys and ask him how they are different from the train.

Child Response - Child should say the airplane goes up in the sky and the train goes on a track.

The car and truck have horns and the train makes the sound of a whistle. The airplane makes a zoom sound.

D. Analyze - Place the train in another setting; have picture of a train or show a filmstrip on trains. Ask the child to tell you what he sees.

Child Response - Child should be able to talk about the train in other situations.

Other media that can be used are:

Interesting pictures
Records (Example: "The Chocolate Train")
Telephone
Books (Winnie the Pooh, Dr. Seuss's books and beginning readers)
Golden Books and Records

EVALUATION SHEET

SKILL --- Exchange thoughts on a one to one basis

	Can converse child to child	Can converse child to familiar adult	Can converse child to unfamiliar adult	Can converse when the subject is concrete	Can converse when the subject is abstract	
John						
Mary						
Sue						

The date for each activity will tell when each child has mastered the skill.

SKILL --- Participating in group discussion and planning

Activities

(Show interesting filmstrip (example: The Three Pigs) and have followup.)

A. Imitate - Ask the child or children to imitate the pigs and the wolf.

Child Response - Child should tell and show what he has heard the pigs and wolf say in the filmstrip.

B. Identify and Label - Ask the child to name some of the characters and to tell about the different kinds of houses that the pigs lived in.

Child Response - Child should be able to talk about and name the characters and houses

C. Compare - Ask the child to tell you how the characters are alike and how the houses are alike.

Child Response - Child should say the three pigs looked alike and the houses had chimneys and doors or whatever likenesses are related in the specific filmstrip.

D. Discriminate - Ask child to tell you how the houses are different and how the characters are different.

Child Response --Child should say one house was made of straw, one made of sticks and one was made of bricks. The three pigs were good and the wolf was mean. The wolf had hair and the pigs didn't. Accept any logical answer.

E. Analyze - If same story was heard by child or children on record, from story book or in any other given situation, child should be able to tell what he has seen and heard.

Other media that can be used are:

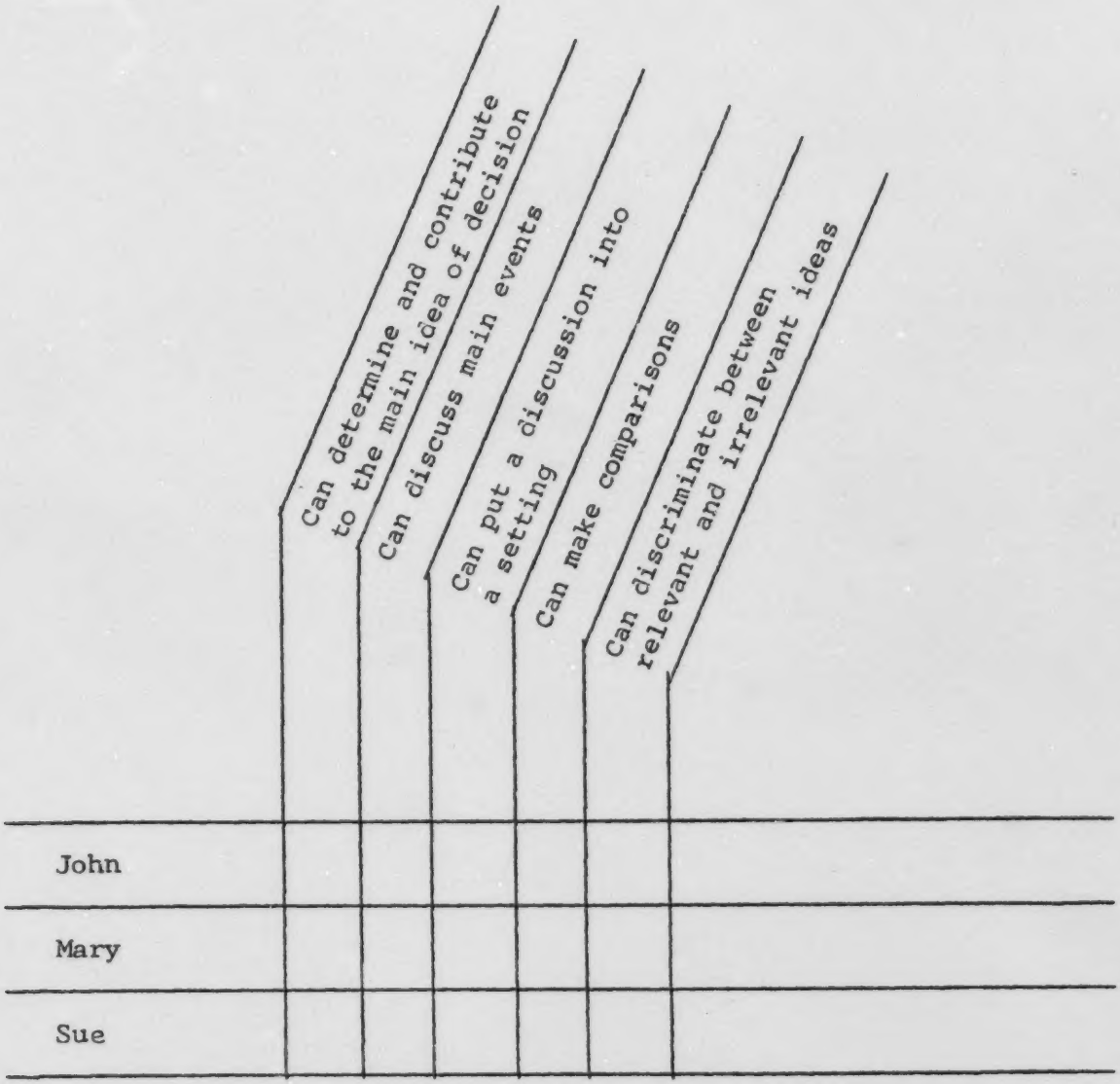
Other interesting filmstrips: "The Little Red Hen"
"The Three Bears"
"The Three Billy Goats Gruff"

Plan interesting field trips
SVE records or Singer records
Storybook records

(Resource - Bowmar
622 Rodier Drive
Glendale, California
91201)

EVALUATION SHEET

SKILL -- Participating in group discussion and planning


Can determine and contribute to the main idea of decision
Can discuss main events
Can put a discussion into a setting
Can make comparisons
Can discriminate between relevant and irrelevant ideas
John
Mary
Sue

The date for each activity will tell when each child has mastered the skill.

SKILL --- Talking about experiences (class)

Activities

A. Supply the children with experiences.
For example: A trip to the zoo
A show
Bring a rabbit or guinea pig into the classroom
A picture
Etc.
Any of these activities or a number of others may be used to get the expected response. In this case a trip to the zoo will be used.

1. Initiate conversation about the animals at the zoo. Ask, "What animals did you see?"

Child Response - Child is expected to be able to name, describe and discuss one animal he saw at the zoo. Some children may be able to discuss several.

EVALUATION SHEET

SKILL --- Talking about experiences (class)

	Can discuss an experience using description words as sentences	Can initiate relevant ideas to broaden a discussion	
John			
Mary			
Sue			

The date for each activity will tell when each child has mastered the skill.

SKILL --- Retelling happenings in proper sequence (large group)

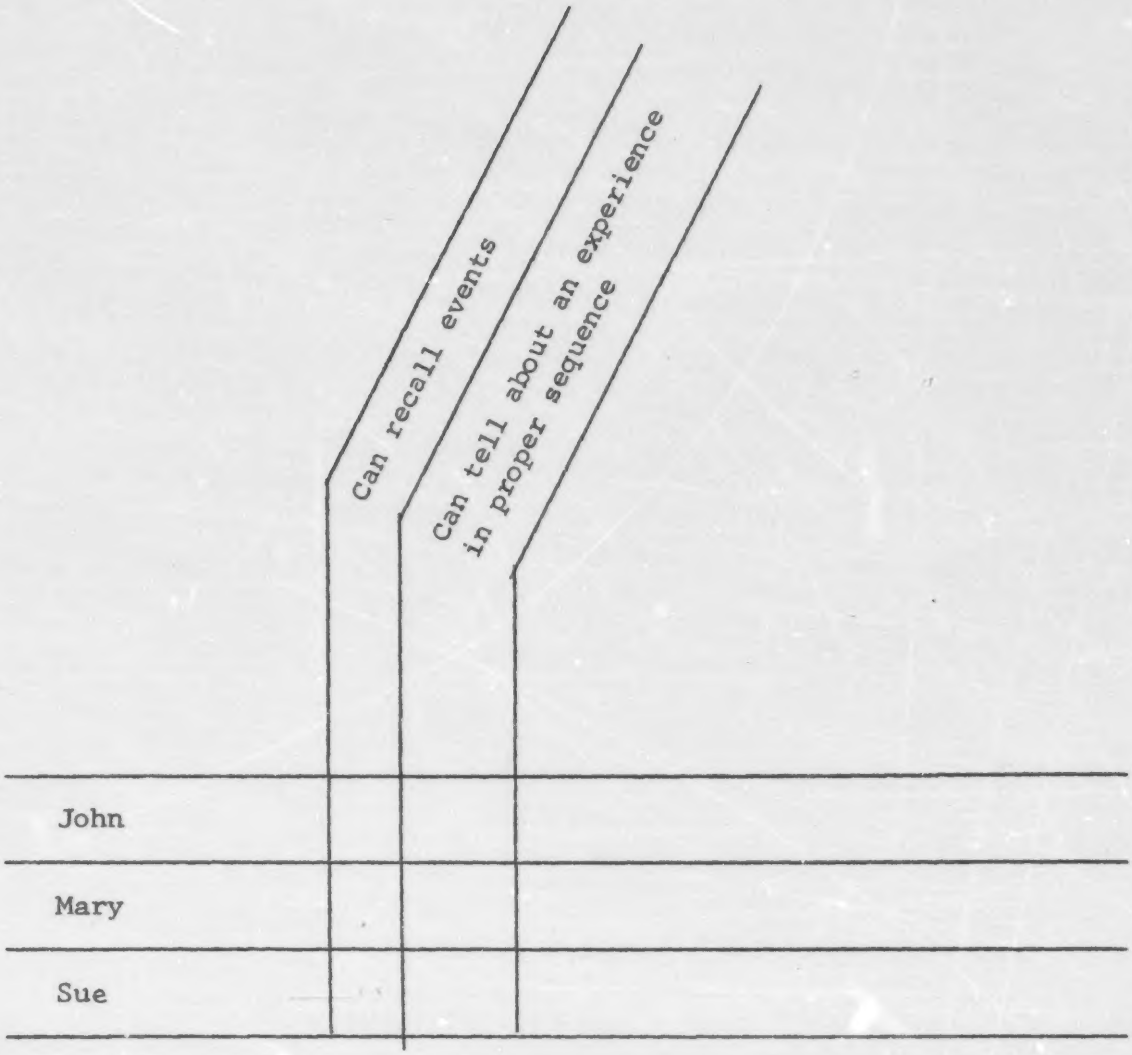
Activities

A. Ask child, "Do you remember what we did first?" Then go on to what happened next and next until sequence is completed.

Child Response - Children are expected to remember some of the events in the order in which they took place (example: First we went to the zoo, next we saw the animals, etc.)

EVALUATION SHEET

SKILL -- Retelling happenings in proper sequence (large group)



The date for each activity will tell when each child has mastered the skill.

SKILL --- Creating stories (small group)

Activities

A. Using the same stimulus (the trip to the zoo), ask the children leading questions about the trip prompting them to tell what they remember.

Child Response - Children should be able to tell a story involving several ideas from which the teacher writes an experience chart.

For example:

Our Trip

We rode a bus.
We saw a monkey.
We saw a bear.

EVALUATION SHEET

SKILL --- Creating stories (small group)

	Can contribute to a group study	Can give a complete thought sentence appropriate to a group	
John			
Mary			
Sue			

The date for each activity will tell when each child has mastered the skill.

SKILL --- Dictating an individual story spontaneously

Activities

A. Have the child dictate a story to an adult

Child Response - Child should be able to choose one idea from the trip and dictate a series of sentences about that idea while an adult records.

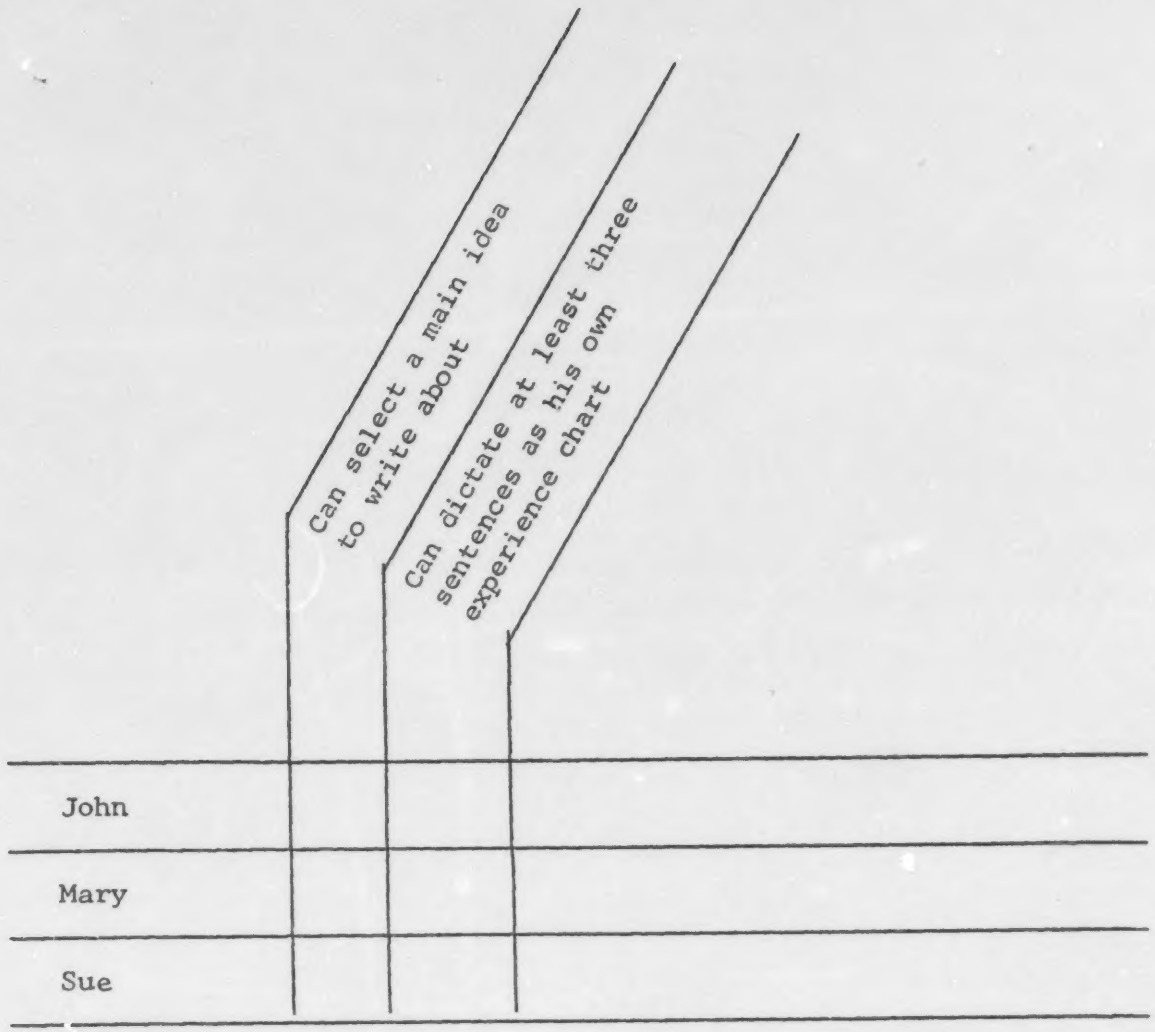
For example:

Kevin's Story

I liked the llama.
The llama is big.
The llama spit on me.

EVALUATION SHEET

SKILL --- Dictating an individual story spontaneously



The date for each activity will tell when each child has mastered the skill.

IN PROVIDING LANGUAGE MODELS FOR CHILDREN AND ADULTS USE THE POSITIVE APPROACH

DO'S	DON'TS
Be sensitive.	Attach labels to children.
Be pleasant.	Be sarcastic.
Set limits to be followed.	Misdirect children.
Give the child a choice only when you intend to leave the choice up to him.	Plan what children should say.
State suggestions or directions in a positive manner.	Make models for children to copy.
Say, "Together we shall find the correct answer."	Be afraid to say I don't know.
Hear the child's suggestions.	Be too quick to say no.
Ask open-ended questions, give good examples and ask yourself the questions.	Ask deadend questions.
Understand that children are not good sitters and understand that quiet children have problems, too.	Expect children to keep quiet.
Make children feel proud, big and important.	Use cruel and inhuman punishment.
Say, "Sand is for digging not for throwing."	Say, "We don't throw sand, do we?"

DO'S	DON'TS
Say, "You can paint when Mary's through."	Say, "You can paint when she's through, O.K.?"
Say, "Tim, take the clay out of your mouth or keep the clay on the table."	Say, "We don't put clay in our mouths, do we?"
Say, "John, I know you are upset, but I can't let you hit Sally" or "John,come over here to the green table and let's hit the clay."	Say, "Don't do that, John."
Let children know when you are dissatisfied with something they have done wrong.	Let children think that you are always calm and pleasing.
Let children know that you get angry, too.	
Give praise when child has done something outstanding.	
State what you expect a child to do in a positive manner rather than a negative manner.	

THOUGHT PROCESS

THOUGHT PROCESS

Thought is man's most complex form of behavior. Basically, each human being is born with the ability to think. The activity of thought is used in every performance in which one takes part, including dreaming, reasoning, creative thinking, problem solving and decision making. Even though one may not see the process taking place, the results are very concrete. Since this is an ability that begins early in life, we must recognize that it is further developed depending upon one's experiences. It is important that the teacher begin where the child is in his thinking process and add to the quality of it. In order to help this thought process take place effectively, the adult must present young children with flexible instructions, manipulative props and materials which will lead the child to use his mind.

SKILLS:

To develop understanding of ideas

To develop memory

To develop inductive thinking (Inductive thinking is the process for reaching a general conclusion from particular instances, facts or ideas.)

To develop deductive thinking (Deductive thinking is the process for reaching a specific conclusion from general facts.)

To develop the ability to evaluate thoughts, ideas, facts, etc. (To evaluate is to compare, criticize and use judgment.)

THOUGHT SKILLS

The following activities are designed with the idea of taking a child through the following orders: concrete, semi-concrete, semi-abstract and abstract. However, this may be optional, depending on the child's individual ability and needs.

I. To develop an understanding of ideas

A. Concrete Activity

Present child with familiar concrete objects of interest, such as a ball. Ask child to handle the object. Child should make comparison and contrast according to previous experience and relate it to the object. Child should respond according to his thoughts about the properties of the object. (size, shape, texture, color, etc.)

B. Semi-concrete Activity

Show child flannel board picture of object and have child talk about it. Child should respond by relating to ideas gained from previous concrete association with same object.

C. Semi-abstract Activity

Put object (ball) in bag. Have child feel it. Child should identify the object by the sense of touch only.

D. Abstract Activity

Describe the abstract object (ball) giving all the properties in detail. Child should respond by identifying the object in question. He should be able to define the object by naming it or pointing to a picture of it, or pointing to the word which names it.

II. To develop memory

Memory is the ability to recall or recognize previously learned behavior or past experiences. In order to develop memory, one should be able to recall (to call back), relive (to live again) and retain (to hold or to keep in mind).

A. To develop recall

1. Concrete activity

Take group of children on a nature field trip. Each child should have a bag in which he will deposit something he finds. (Ex. nuts, leaves, acorns, etc.) Group should return and discuss findings. (where, when, how, what, etc.)

2. Semi-concrete activity

Show pictures of objects or scenery found on trip. Child should respond by relating ideas gained from previous concrete association.

3. Semi-abstract activity

Put objects from field trip in grab box and have child identify an object by touching it only.

4. Abstract activity

The teacher describes an abstract object from field trip experience, (nut, leaves, etc.) giving all the properties in detail. Child should respond by naming the object in question. He should be able to identify the object by naming it, pointing to a picture of it or pointing to the word which names it.

B. To develop the ability to relive

1. Concrete activity

Show slides or photographs of field trip. Have child discuss and relive his experiences on the field trip.

2. Semi-concrete activity

Have child draw or paint something that happened on the trip.

3. Semi-abstract activity

Teacher or child describes part of the trip. Child should find pictures to illustrate that part of the trip.

4. Abstract activity

Have child dictate an experience story about the field trip.

C. To develop the ability to retain

1. Concrete activity

Give the child two objects that were found on the field trip. Take one away. Ask the child what is missing? Child should respond by naming the object.

2. Semi-concrete activity

Give child a picture of nuts, leaves or something associated with a tree (Tree should be missing from the picture.) Ask question: Where do these things

come from? Child should respond by recalling field trip experiences and conclude that the nuts come from the tree or forest.

3. Semi-abstract activity

Play environmental sounds on tape which were heard on the trip. Child should respond by associating sound on the tape with that heard on the trip.

4. Abstract activity

Expose child to any given situation relating to a field trip experience. Child should be able to associate his past experiences with similar everyday situations.

D. Other activities

1. Recall activity

Have child repeat familiar songs, nursery rhymes, poems, fingerplays and storytelling.

2. Relive activity

a. Take the child on a field trip. The child should dictate an experience story, draw a picture, or act out something that he experienced.

b. Read a story with pictures, The child should be able to act out story with puppets or dramatic play.

3. Retain activity

a. Give the child two objects alike. Take one away. Ask the child what is missing. Child should respond by naming the object.

b. Use games (Ex.- Milton Bradley Kit--"What is Missing?"; "Who is Missing?")

III. To develop inductive thinking (reaching general conclusion from particular)

A. Concrete activity

This is geared to help one understand the symbolism of a word, phrase or symbol. Give child two objects (car and airplane). Have child observe that both are symbols of real things familiar to child. These objects can be played with. They look different but have similar properties. (Ex. - They both have wheels, lights, they both are means of travel, etc.) The child should be told that these are toys.

B. Semi-concrete activity

Show the child a picture of objects familiar to him. Discuss it with him relating as much of his past experience as possible. Child should respond by relating ideas or thoughts gained from previous concrete association with object. (Ex. - He should notice that the wheels in the picture represent the wheels that rolled on the toy object.

C. Semi-abstract activity

Play sounds of objects on tape or record player. The child should be able to identify objects by sounds providing he has experienced hearing the sounds a number of times.

D. Abstract activity

Describe the two objects one at a time. Make sure clues are used to tie in the difference between the real objects and the toys. After child has identified objects by name, have him identify according to the classification, toys.

IV. To develop deductive thinking (reaching a specific conclusion from general facts)

A. Concrete activity

Give the child several fruits (orange, apple, pear, etc.) Ask the child to handle the fruits. Child should compare and contrast according to previous experience and relate it to the fruits. The child should respond according to his thoughts about the properties of the fruits that are familiar to him. (Size, shape, color, taste and texture)

B. Semi-concrete activity

Show the child a picture of several fruits (orange, apple, pear, etc.) and have child talk about it. Child should respond by relating ideas gained from previous experiences with some fruit.

C. Semi-abstract activity

Put various plastic fruits in a bag. The Peabody Language Development Kit and P. Mooney's Bag could be used. Have child feel fruits in bag. Child should respond by identifying the properties of a piece of fruit.

D. Abstract activity

Name a fruit (orange). The child should respond by describing the orange discussing all properties. (size, texture, shape, color, etc.) of the orange. The child should be able to point to the picture of a fruit or to the word that names it.

V. To develop ability to evaluate thoughts, ideas and facts (comparing, critizing and using judgment)

A. Concrete activity

Present child with an idea or thought about going on a trip. (Ex. - Trip to the zoo) The child's process of thought should focus on his background experiences about all that happens when taking a trip to the zoo.

How he will go
What he will see
Where he will go after he gets there

He may also think about trips he has taken to other places. He may compare his ideas about previous trips or everyday experiences. He may think how they are alike, different or possible.

B. Semi-concrete activity

Show child a picture of children on a trip. Child should relate in his mind the things he sees in the picture to things that have happened in his environment.

C. Semi-abstract activity

Take a child on trip. Child should respond by identifying and relating the things around him.

D. Abstract activity

Tell the child he is going on a trip (to the zoo). Child should respond by describing in detail the things he needs to take on the trip, why he needs to take them, also what he will see.

VISUAL DISCRIMINATION

VISUAL DISCRIMINATION

Visual Discrimination is the determination of likenesses and differences among objects, pictures, geometric shapes, letters, words and phrases that are seen. As a child is able to see likenesses and differences, it is important for him to have as many experiences with the same stimuli as is needed for him to remember and understand what he has seen and to give a name to what he has seen.

SKILLS:

See likenesses

See differences

See a group of objects as a whole

Focus on a specific object

VISUAL DISCRIMINATION

I. See likenesses (same as, alike, like the others, - in color, size, length, height, shape, texture, letters and words)

A. Ability to match

1. Matching two colors

a. Use pairs of colored cut-outs made from same materials in the primary colors. Develop vocabulary as you go along.

(1) Mix parallel rows of colors, have child match two colors that are alike.

(2) Intermix cut-outs on the table. Have child match two colors that are alike into pairs until he has matched all cut-outs on table.

* b. Make a box with sections painted to match colored cubes. Have child place cubes in section that is the same color as cubes.

* c. Use colored wooden cubes. Make colored pattern on cards. Have child match the colored cubes to the colored pattern.

*Activities in b and c could be applied to parquetry blocks.

d. Match clothing and other items about the classroom that are the same color. (Refer to the Macmillan English Series K-1, Pollack-Moore and Reading Aides Through the Grades, Russel-Karp.)

e. Match color and color words.

(1) Match color coded cards of color words to colors.

(2) Match color words to appropriate color on the color chart.

(3) Match words with colors without coded color words.

f. Provide opportunities for each child to make individual color books. Use different activities for each color; such as string painting, collages, chalk, coloring, etc.

Note: The same sequence of activity can be developed using pictures, shapes, etc.

2. Matching two sizes (big and little)

   a. Develop the concept of size by having the child decide what object is big and what object is little in relation to his own physical size. Develop vocabulary as part of each learning experience.

   b. Mix objects that are big and little and have the child match those that are big; those that are little.

   c. Have the child match pieces of paper that are shaped alike but of two sizes (big and little).

   d. Have the child match pieces of paper that are not shaped alike and of two sizes (big and little).

   e. Have the child locate big and little objects in the classroom.

   f. Have the child name big and little people of the school. (Ex.- teachers, principal--big; children--little)

   g. Provide opportunities for the child to discover spacing, between lines on paper as a big space or a little space. Have the child write any letters of his name in big spaces or in little spaces.

      Note: Vocabulary developed should include many ways to express the idea of size. (Ex: big - large, huge, giant; little - small, tiny, wee)

3. Matching two lengths (long and short)

   a. Use strips of paper cut short or long in length. Have the child choose a strip and find a strip matching in length.

   b. Place long and short lengths of string in a can. Have the child take one and tell if it is long or short and find another the same length.

   c. Use cuisenaire rods. Have the child classify them according to short and long lengths.

   d. Have two children stand a short distance apart and two other children stand a long distance apart. Ask a child to show which group is standing a short distance apart and which group is standing a long distance apart.

4. Matching two heights (tall and short)

   a. Have the child compare himself to other children in the room to see if he is taller or shorter. Then have the child compare himself to the teacher to show another example of tall and short.

   b. Take the class on a field trip in an area where there are tall and short buildings. Have the child tell if a building is tall or short and point out other tall and short ones.

   c. Take a walk and have the child find tall and short trees. Ask the child to point out short trees and tall trees.

5. Matching shapes including geometric shapes.

   a. Create a shape board or a shape box. Have the child match (fit) shapes to indentations. Inlaid puzzles (match a shape to an impression) can be used.

   b. Mix cut-out shapes. Have the child sort the cut-outs according to shape.

   c. Mix cut-out shapes. Have the child match the shapes according to a row of symbols lined for him on a board or chart holder.

   d. Have the child match a shape to a line drawing or a broken line drawing of exactly the same size.

      Note: Activities defined under matching two colors could be adopted to matching shapes and colors simultaneously.

6. Matching two textures (rough and smooth)

      The child has to have the experience of feeling textures before he can begin to see likenesses in texture. Likewise he would have to develop the language necessary to describe the appearance of textures. Vocabulary developed should include many ways to express the same texture. (Ex.-rough--bumpy, not smooth, sharp, not even, lumpy; smooth--shiny, not rough, even, not bumpy, glossy, sleek)

   a. Provide the child with a rough object. Encourage him to walk around the classroom matching the "roughness" to other objects that are rough. Repeat the activity using a smooth object.

b. Have the child determine whether objects look rough or smooth. Have him check by touching the objects.

c. From a distance, have the child point out objects that look rough and objects that look smooth. Have him check by touching the objects.

Note: Visually match "roughness" and "smoothness" in surfaces, materials, foods, plants, etc. Always check by touching the objects.

7. Matching letter forms (A-A, B-B, etc.)

a. Use sheets prepared with letters. Ask the child to look at the first letter at the left with the line under it. Have him draw a line under a letter just like the first letter in the first row. Use the same procedure for the rest of the page.

For example:

C C O S

S M S O

r h r i

b. Give the child prepared worksheets consisting of short rows of lower case and capital letters. Ask the child to put a circle around the two sets in each row that are alike.

For example:

AAaa	aaaA	AAAa	AAaa
CCC	Ccc	CCc	CCC
BBB	BBBB	bbb	BBB
DdD	ddd	DdD	ddD

8. Matching word forms

a. On a flannel board or chart stand, have the child place matched words. These words could be the child's name, labels used in the classroom or words from experience charts. Two words that are written exactly alike should be available to each child.

b. Prepare a name box. Place two names in the box that are very different. For the third name card repeat one of the names already in the box. Have the child match his own name. Increase the number of names in each child's name box, inserting other names that begin like his own name, until he can match beginning letters, ending letters, and in some cases, the initial of the last name when duplication of first names exist.

c. On a prepared sheet of paper, have the child draw a line to match one word as many times as he can find it. These words may be in columns or scrambled.

d. Have the child cut from magazines and newspapers like words and paste them on a chart in a prescribed way.

Note: Increase the number of words matched as the child develops the ability to match more than one word on a single page.

B. Ability to sort

C. Ability to classify

II. See differences (not the same as, not alike, not like the other - in color, size, length, height, shape, texture, letters and words.

A. Ability to contrast single items

1. Contrasting two colors

a. Make cards with colored circles on them. Put two cards that have different colored circles on the table. Introduce the child to the word different. Have the child find two cards that have different colored circles.

b. Put four color cut-outs on the flannel board, one of which is a different color than the other three. Have the child show which one is different.

c. Have the child cut pictures out of magazines of people of different races. Talk about how they are different. Paste the pictures on a big piece of paper to make a collage. This idea can be illustrated further by using the people in the classroom.

2. Contrasting two sizes

   a. Use pictures of mother and baby animals grouping them so that one is a mother and several are babies. Have the child show which one is different in size.

   b. Put groups of squares on the board with one square in each group being a different size from the rest. Ask the child which ones are different.

3. Contrasting two lengths (long and short)

   a. Arrange a group of unit blocks where one block is long and the other blocks are short. Have the child find the one that is different.

   b. Conduct a group experiment to contrast the difference between long and short tables. Have the child place two tables of different length side by side. Ask the child to tell how the tables are different.

4. Contrasting two heights (tall and short)

   Measure the height of each child on a piece of masking tape on the door. Initiate a discussion about the differences among the children's heights.

5. Contrasting two shapes including geometric shapes

   a. Have the child find the shape that is different from a group of blocks in which one block is different. This activity could include blocks shaped like circles, squares, rectangles, etc.

   b. Cut shapes out of cardboard. Put a group of them on the floor (5 same, 1 different). Have the child stand on the shape that is different.

   c. Make paper cut-outs of different shapes but all of the same color. Have the child find two shapes that are different and paste them on a sheet of paper.

6. Contrasting two textures

   Use same activities as when matching, only use them in a contrasting situation. (See I.A.6.)

7. Contrasting letter forms.

a. Make cardboard alphabet cards of capital and small letters. Spread them out on the floor. At a signal, the child stands on the one that is different.

For example: [D] [d] [d]

b. Use a sheet of paper in which there are rows of letters -- 3 small letters and 1 capital letter. Have the child circle the one that is different.

For example: t (T) t t

8. Contrasting words

Have the child pick his name card from a group of name cards. Then have him find a name card on which the name starts with a different letter from his name.

Note: As the ability of the child to contrast increases, the number of items to be contrasted in a collection increases.

B. Ability to contrast groups of items

III. See a group of objects as a whole (position, space, and arrangement)

A. Ability to find the missing part

1. Use Peabody Language Kit on self

2. Use sets of pictures to match what is missing.

Example: Picture of a foot without a shoe.

3. Completion of a drawing.

Example: Wagon with three wheels.

4. Finding missing alphabet.

Example: A_C D_F G_I

5. Find the missing letters in words.

Example: p_g F_t c_t

B. Ability to find what has been removed

1. Have a child leave room and see if children can tell who is missing.

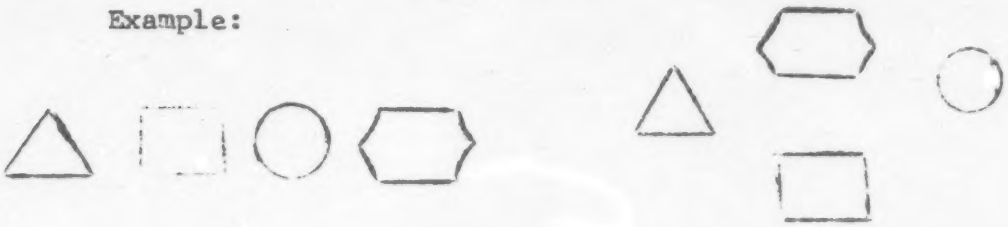
2. Use several colors, remove one and see if child can tell which one is missing.

3. Use several wooden alphabet letters at a time, remove a letter of the alphabet and see if a child can identify the letter that is missing.

C. Ability to see a group of objects in relation to position, space and arrangement.

1. Have the child work in a situation where he must tell the likenesses and differences of the arrangements. How many? How are they arranged? How are they different? Alike? Which one takes up the most space?

Example:



IV. Focus on a specific object

A. Ability to focus on a specific object

1. Have the child select a specific object from a collection of objects placed in a box.

2. Use pictures to note detail. Have the child select pictures according to the teacher's specific detailed description from a group of similar pictures.

3. Use printed pages for finding specific letters, words, or phrases according to the ability of the child to use printed symbols.

B. Ability to focus on details within an object.

COORDINATION

COORDINATION

Research in the teaching and learning of reading indicate the importance of the establishment of laterality--hand-eye coordination and muscular control of eye movement in relation to the development of the ability to read. Area of coordination and activities designed to assist children in developing control of their bodies are found in the material that follows.

Skills necessary for developing coordination --

I. Large muscle coordination

A. Locomotor skills: Movement to get from one place to another

1. Walk, run, leap, hop, and jump

2. Skip, gallop and slide

3. Combine means of locomotion already learned -- walk and run, skip and slide, hop and run

B. Axial skills: Movement in one place or in combination with locomotor skills

1. Move body while positioned in one space: bend, stretch, shake, twist, etc.

2. Use axial skills in combination such as bend and stretch, rise and fall, twist and whirl, etc.

C. Combine axial and locomotor skills

1. Run and whirl

2. Jump and stretch, etc.

D. Move in space

1. Explore and adjust to individual space

2. Explore and adjust to space in relation to other people and environment

II. Small Muscle Coordination

A. Grasping

B. Buttoning buttons and zipping zippers

C. Pouring

D. Lacing shoe strings

E. Hammering and sawing

F. Snapping fasteners

G. Tying bows

III. Eye-hand Coordination

A. Pick up small objects and use them to complete a variety of tasks

B. Superimpose patterns

C. Recreate and extend patterns

D. Use paint brushes, crayons and/or pencils within specific boundaries

E. Handle scissors for the purpose of cutting

F. Reproduce some letters and some numerals

G. Print one's own name and other words if interest and physiological development warrant it

I. Large muscle coordination

A. Locomotor skills

Use a problem solving approach to determine the quality of movement when walking, running, leaping, hopping or jumping. Allow each child to find his own way of moving to solve a problem. Give minimum direction, but provide challenges for children who need them. Through observation, the teacher can ascertain the level of coordination of each child and use this to develop further individual instruction.

The following example taken from Evelyn Schurr's Movement Experiences for Children implements the method of use.

EXAMPLE: Major Factor to be Studied--Quality of movement-running fast and stopping quickly. Major Concepts or Principles to be Learned or Reinforced-acceleration and maintenance of balance.

PROCEDURE:

Initial Problem -- "Run anywhere in the room and stop when you hear the drum." (Repeat several times)

Possible responses in movement -- Many children will take several steps forward before coming to a full stop; some will lose balance and fall; some will fall forward onto hands; some will shuffle feet to keep balance; some will start slowly and anticipate beat of drum; some will have picked up speed just as drum sounds.

Possible questions by teacher -- "What is our problem in stopping?" or more directly, "Who seems to have a problem in coming to a full stop without taking some extra steps? What can we do about that?"

Anticipated responses -- Bring weight back, keep feet under body, use arms to help, etc. Here the teacher may tell everyone to try some of these suggestions; or rephrase a few of the suggestions and tell everyone to try these; or be somewhat more direct and ask "Can you stop with one foot ahead of the other? Can you bring your weight directly over your feet? Can you keep the upper part of your body erect?" Class then

experiments with these suggestions. Some of the more direct questions might be asked only of those who indicated a need for them.

Demonstration -- Select a few children who are stopping quickly with good balance. While others are observing, direct their attention to the position of the feet and the bent knees.

More experimentation by children

New problem -- "You want to get to the other side of the gym as quickly as possible, but you must stop every time the drum beats."

Experimentation

Teacher's questions -- "How can you get started more quickly? Will taking small quick steps and pushing hard against the floor help you start to run faster? Try it."

More experimenting and demonstration if necessary

Summary of concepts about starting and stopping drawn from the children

Introduction of game -- Red Light (P. 330) It is obvious that before the lesson the teacher must analyze the two actions of stopping and starting as well as the skill of running. He must know what principles control the actions and be able to summarize concepts of starting and stopping, if he expects to help children learn to control this aspect of movement and learn the concepts of acceleration and balance.

Other sources for implementing the problem solving approach are:

1. Teaching Physical Education in Elementary School
   Vannier and Foster. W. B. Saunders & Co. 1968.

2. Improvisation for the Theater
   Viola Spolin. Northwestern University Press
   (See section on Exercises and part Five)

3. Movement Behavior and Motor Learning
   Bryant J. Cratty. Philadelphia Lea, & Febiger. 1964.

4. Movement Experiences for Children
   Evelyn Schurr. Affleton Century-Croft. 1967.

1. Activities to develop locomotor skills

a. Games

(1) Stop and Start

Directions: Players are standing. One is the leader. The leader might point in one direction and say, "Skip in that direction," or "Hop to that tree" or "Run in that direction." When the leader blows a whistle all players must stop. The last player to stoop is penalized. The object of the game is to see who will be the last player to have a penalty.

(2) Follow the leader

(3) Mother, May I

(4) Duck, Duck, Goose

(5) Simon Says

(6) Red Light, Green Light

Note: Directions for these games and listings of additional ones may be found in the following sources:

1. The Gilb Revised Card File of Games by Stella S. Gilb Hurst Printing Co. Lexington, Ky.

2. Teaching Physical Education in Elementary School by Vannier & Foster, W. B. Saunders. 1968.

3. The Child and Physical Education by Fraser, Bransford and Hasting, Prentice-Hall, Inc. Englewood Cliffs, New Jersey 1956.

4. Physical Education for Elementary Schools by Neilson and Van Hagen. A. S. Barnes and Co. New York

2. Musical Activities

a. Use songs such as the following which are found in Music for Young Americans, ABC Series, American Book Co. New York.

(1) Jim-Along-Josie

(a) Include a copy of the song as found on page 54.

(b) Have children become familiar with the song and the movement possibilities.

(c) Have children form a circle facing in, with hands joined

(d) Sing the song and do the appropriate movements.

(2) When We March (follow procedure for Jim-Along-Josie)

(3) Step and Clap

(4) Music Gets Inside Me

b. Use songs such as the following selections from Making Music Your Own - K Silver Burdett, Division of General Learning Corp., Morristown, New Jersey.

(1) Autumn Leaves (use procedure for A,1.)

(2) Running (use procedure for A,1.)

(3) Little Elves (use procedure for A,1.)

(4) The Bear (use procedure for A,1.)

c. Use songs such as the following from This Is Music. Adeline McCall- K and Nursery, Allyn & Bacon. 1965.

(1) Jumping and Flopping

(2) The Wiggle Song

3. Rhythmic Activities

a. The World of Fun Series Methodist Publishing House, 1600 Queen Ann Road, Teaneck, New Jersey 07666

(1) Jack Be Nimble - Use for jumping and leaping over objects

(2) Mulberry Bush - Use for running and sliding

(3) Pop Goes the Weasel - Use for axial movement rising and stretching

b. Rhythmic Activities - Vol. 1 for Primary Grades R.C.A. (Use for marching, galloping, skipping, tiptoeing, high stepping, running, whirling, etc.)

c. Dance a Story Records

(1) Magic Mountain

(2) Little Duckling

(3) Noah's Ark

(4) This is Rhythm and It's the Milkman by Ella Jenkins Folkway Records

(5) Childhood Rhythm Albums 1 and 2 by Ruth Evans, 326 Forest Park Ave., Springfield, Mass.

(6) Singing Games Album I. Bowmar B.-201 LP

4. Improvised Rhythmic Activities

a. Clap out syllables of names - expand to include moving other parts of the body. For example: Use a child's name such as Chrystal Carnegie, clap out syllables - Chrys' - tal - Car' - ne - gie. Next ask children to sit on their hands and ask children to move another part of the body to the beat. They may use feet, head, etc. Next step might be to ask children to move in space by walking, running or galloping to the beat.

b. Develop rhythmic pattern on Tom-Tom such as a regular slow beat for walking. Gradually accelerate the beat for running and syncopate the beat for skipping. The children respond by moving the appropriate ways as suggested by the beat.

5. Activities Involving Equipment

a. Balance Beam

(1) Ask the child to walk the length of the balance beam; turn and walk back to the end.

(2) Ask the child to walk the length of the balance beam backwards.

(3) Ask the child to walk length of balance beam carrying a small block in each hand.

(4) Other activities for balance beam may be found in books such as: Teaching Physical Education in Elementary School. Vannier & Foster. p. 296.

b. Nesting Bridge

(1) Ask the child to climb the ladders using alternating feet

(2) Ask the child to climb down the ladders using alternating feet

c. Stairs

(1) Ask the child to walk up the stairs using alternating feet.

(2) Ask the child to walk down the stairs using alternating feet.

d. Mats for Tumbling

6. Activities Involving Role Play

a. Tell a story such as The Three Bears or Three Billy Goats Gruff and ask children to interpret action of the characters

b. Show filmstrips showing ways in which animals walk. Have children interpret animal walks.

B. Axial Skills

Can move body while positioned in one place. Use a problem solving approach to determine the quality of movement.

The following example, taken from Evelyn Schurr's Movement Experiences for Children, p. 83-84, may be used to implement the method.

Major Factors to be Studied - Body actions, changes in body shapes - curling, stretching

Procedure

Initial problem - Show a stretched position with your body. Show a different stretched position. Can you use another part of your body to support you in a stretched position? (Children will need to understand meaning of stretched position.)

New Problem - Curl up your whole body. Can you curl just just one part of your body? Change from one curled position to another - quickly - change your point of support and curl up again.

New Problem - Curl up your whole body, change to a fuliy stretched position. Try to make a quick stretch and a slow curl. (Children will need to understand meaning of curl).

Demonstration and observation

Evaluation - Discuss changes from curl to stretch. Possibilities that extension or stretched position may be only that part of body from point of support depending on point. Discuss possibility of next problem of moving when making the curled position.

Refinement of problems - Work on quick stretch and slow curl, moving into a different position on curl.

1. Activities using games

   a. Birds Fly

      Equipment: None

      Formation: Standing anywhere in room. A leader is chosen and stands where everyone can see him.

      Description: Quickly, the leader gives the name of anything that flies. When he does, the rest of the players flap their arms vigorously like wings. If the leader gives the name of something that does not fly, no one is supposed to flap arms. If someone does he must sit down. If everyone is eliminated in quick order, the last one down becomes the new leader. Otherwise a new leader is chosen after several minutes. Example: "Ducks fly,....geese fly,.... mosquitoes fly,....mules fly."

   b. Simon Says

   c. Did You Ever See a Lassie

   d. Jack in the Box

   e. Blast Off

   f. Weather Vane

   g. Elevator

   h. Small and Tall

   Note: f, g, and h....directions for these games are found in A Teacher's Guide to Elementary Education, by Norman A, Cochran, Lloyd C. Wilkenson, and John A. Furlow. Kendall, Slash, Hunt Publishers

2. Other games can be found in the following books:

   a. The Child and Physical Education by Fraser, Branford and Hastings. Prentice Hall

   b. Physical Education for Elementary Schools by Neilson and Van Hagen

3. Other activities to develop large muscle skill:

   a. Throwing

      (1) Provide a beanbag. Ask the child to throw it as far as he can. Extend or reduce the distance as he develops develops control.

(2) Provide a beanbag. Ask the child to throw at a large target, such as a wall or fence. Reduce the size of the target as child's skill increases.

(3) Provide a beanbag. The child will throw to another child in such a manner so that the child can catch it and return it. Children would stand close enough together to be successful. Distance would be increased as children's skill increases.

(4) Repeat first three activities using a large ball. As skill increases, reduce the size of the ball.

b. Catching

(1) Have children work with a partner passing a beanbag between them. Extend the space between them as skill increases.

(2) Arrange children in a small circle or in a line. Have the children pass beanbag or eraser from one to another. Teams could be formed for a relay game.

(3) Have children work with a partner and stand far enough apart to throw a beanbag and/or catch it successfully. Increase distance as skill increases.

c. Bouncing and Catching

(1) Arrange children in a circle. Teacher stands in center bounces the ball to a child. He tries to catch it and bounces it back to the teacher. As the children's skill increases they can bounce and pass to each other.

(2) Have a child bounce the ball on the floor and catch it himself. Encourage children to increase number of bounces.

d. Throwing and Catching

Refer to activities under b and c. These may be combined.

e. Turning a Rope

(1) Begin by making circles in the air with a wrist motion. Enlarge motion to include arm. Keep arm in front of body.

(2) Allow child to use motion previously learned to turn a rope that is tied to a stationary object.

(3) Have children with partners practice turning the rope until this skill is perfected.

(4) Children can practice side arm turn until they can jump rope alone.

C. Activities for combining locomotor and axial skills

1. Jump and reach

Have children jump and reach for a bar which is positioned high enough above the head that they must stretch to grasp it. Use monkey bar or jungle gym.

2. Sing a song of sixpence

Formation: Single circle, all facing in with hands joined. Four children crouch down in center to represent the blackbirds.

Skills: Slide or walk

1 Sing a song of sixpence, a pocket full of rye,
Four and twenty blackbirds, baked in a pie.
When the pie was opened the birds began to sing.
Wasn't that a dainty dish to set before the king?

2 The king was in his counting house, counting out his money;
The queen was in the pantry, eating bread and honey;
The maid was in the garden, hanging out the clothes;
And down came a blackbird and snipped off her nose!

Verse 1

Lines 1-2 Children forming circle slide, or walk, clockwise around circle.

Lines 3-4 Children forming circle stop, face center, and raise joined hands high to form arches. Blackbirds stand, move out of the circle, and then around it with running steps, waving their arms as if flying.

Verse 2

Lines 1-3 Children in circle pantomime counting money, eating, and hanging up clothes. Blackbirds continue to "fly" around outside of circle.

Line 4 Each blackbird pretends to "snip" the nose of a child in the circle. These children become blackbirds for a repetition of the game.

D. Orientation to space

Activities to help the child explore and function in Individual Space, i.e., that space available to a person, when, from a stationary point, he can extend his body in any direction without making contact with another person or object.

1. Give each child a carpet square or tape a shape on the floor, such as a square or circle. Ask child to move in a variety of ways, such as; stretch as high as you can, make your body as small as you can, be a tree in the wind, but require that he stay within the limits of the prescribed space.

2. Have several children, each in his own space (an area taped on the floor or carpet square) roll a ball from one to the other, without leaving their individual space.

3. Children are asked to find their own space in the room. Within their space they imitate animal movement such as; I waddle like a duck, I quack like a duck, I waddle and quack like a duck.

4. My Top - The children stand scattered around the room. They turn and twist until finally in a relaxed manner, they tumble gently to the floor. As they chant the following:

   When I wind my top
   It goes round and round
   and round and around
   and around and down.

5. Hop-Scotch

E. Activities to help the child explore, etc.

Activities to help the child to explore and function in space related to other people and the environment.

1. Set up two chairs, far apart, and then decrease space between them. Ask child to walk between chairs that are far apart. Decrease the width and see if child can still walk through without touching the chairs.

2. Create an obstacle course using a small number of objects and creating spaces of varying widths. Depending upon the child's skill these can be extended. The game "Follow the Leader" can be used after the children become familiar with this activity.

3. A game such as the one in the following poem could be used to see how well children can relate to other people in space.

GOING FOR A WALK?

Lili Artel

Going for a walk?
There are many ways of walking, you know.
You can walk forward, backwards,
And sideways. So let's go.

Let's walk with a thump,
Give a big jump
Over a tree stump.

Then hop on the left foot.
Hop on the right foot.
Tiptoe ... Tiptoe ...
Now stomp with all your might.

Let's run ... Let's drag ...
Let's zig ... Let's zag ...
Let's slide ... Let's glide ...
Then take a giant stride.

Let's skip along, whip along, or dance.
Lope along, mope along, or prance.
Trot along, plod along, or hurry.
Sweep along, creep along, or scurry.

Now why don't we trudge,
or not budge,
Till we've eaten all our fudge.

While we're resting, let me think.
I've got it! Why, you can slink -
Slink like a cat; or fly like a bat;
Or slither like a snake; waddle like a drake;
Clip-clop like a colt; whiz like a bolt
Scamper like a pup; march with a hip, hu
Strut like a cock; or leap frog down the ck.

STOP!

To look in the window of the candy shop.
Then spin away like a toy top.

Walking is fun.
Just pick up your feet high and prance-y
And walk in whatever way you fancy.

4. Games such as "Looby Lou" and "Go-In-And-Out-The-Window" are useful for allowing children opportunities to relate to other people in space.

II. Small muscle coordination

It is understood that much small muscle coordination takes place as the large muscle development is occurring. The following skills lend themselves to specific small muscle control.

A. Activities to develop small muscle skill:

1. Grasping

a. Provide child with modeling clay. Have him manipulate

and squeeze shape as he wishes.

b. Provide building blocks (unit blocks) of varied shapes and sizes, and allow him to build roads, buildings, etc.

c. Provide small blocks such as counting cubes and allow child to build freely.

d. Provide buttons and marbles which the child may sort or play with.

e. Provide manipulative materials such as "Lincoln Logs, blocks, tinker toys, counting rods, popsickle sticks, soda straws", which the child may handle freely.

f. Provide large crayons, pencils, paint brushes and the necessary large paper for experimentation.

2. Buttoning, Zipping and Tying

a. Provide a button, zipper and tying board. Have children practice these skills.

b. Have children practice buttoning, zipping their own coat and tying their shoes.

c. Children could practice these skills in the dress-up corner.

3. Pouring

a. Provide dry sand, cornmeal or rice for pouring.

b. Provide pitcher and other container for water. Children practice pouring from pitcher to glass.

c. Give children the opportunity to pour juice at "snack time."

4. Hammering and sawing

a. Allow children to pound out rhymes like "One Potato, Two Potato" using their fists.

b. Use singing game, "Johnny Works With One Hammer" to develop hammer motion, also "Santa's Helpers" song.

c. Use rhythm sticks, cloves, tone block or triangles to make hammering motions in rhythm.

III. Eye-Hand Coordination

The development of eye-hand coordination has been an on-going process. Here we relate it specifically to reading and writing

readiness. These particular skills depend on the physiological readiness of the child.

A. Activities to develop the skills for eye-hand coordination.

1. Can pick up small objects and use them.

   a. Fit pegs into a pegboard.

   b. Provide large beads for children to string.

   c. Provide collage materials and paste for children to create collages.

   d. Provide toys, such as tinker toys, block craft, blocks, lego, lincoln logs for children to manipulate.

   e. Provide nails of various sizes and pieces of wood so that children can practice hammering.

2. Can superimpose patterns

   a. Provide picture lotto games, such as ABC Lotto, Farm Lotto, Zoo Lotto and Simple Object Lotto, so that children can put small pictures in the proper place on larger picture cards.

   b. Provide puzzles such as Fit a Space, Fit a Block and rubber puzzles. Children can fit pieces in appropriate spaces.

   c. Provide shape box. Children fit appropriate shape in correct slot.

   d. Using colored counting cubes, make patterns on tag board cards. Children place colored cubes in correct position on the pattern.

   e. Provide parquetry puzzles with appropriate patterns. Children should place blocks over the pattern.

3. Can create and extend patterns

   a. Set up patterns on the flannel board. Children may reproduce the pattern or extend it.

   b. Provide puzzles such as Judy Puzzles. Begin with simple ones, such as Gingerbread Boy and The Duck. Provide more difficult puzzles as child's skill increases. Children may reach a point where they enjoy putting puzzles together outside the frame.

   c. Show pattern cards from two dimensions. Have children recreate pattern with cube block.

d. Make pattern cards for bead stringing. Have children recreate the pattern and later extend pattern.

e. Provide pattern cards for peg boards. Have children recreate pattern.

4. Can use paint brushes, crayons and pencils within specific boundaries.

a. Provide large paper and paint brushes.

b. Provide large sheets of paper and crayons. Allow children to explore freely.

c. Provide large picture to be colored according to a specific pattern.

d. Provide large paper on which straight and curved line patterns have been stenciled. Provide pencils so that children can trace these lines.

e. As skill increases, reduce the size of paper and patterns to be used with crayon and pencils.

5. Can handle scissors

a. Provide children with scissors. Show the children the proper way to manipulate them. Try to provide left-handed scissors for left-handed children.

b. Provide newspaper and scissors and allow the children to cut at random.

c. Provide paper on which straight lines have been stenciled for cutting.

d. Provide paper on which curved lines have been stenciled for cutting.

6. Can reproduce some letters and some numerals

a. Provide tactile experiences with letter and numeral shapes

(1) Use sandpaper letters and numerals

(2) Use wooden alphabet and numeral shapes (Tactile block board)

b. Use clay to reproduce letters and numerals

c. Demonstrate making letter and numeral shapes in the air. Have children imitate the motions.

d. Have children use a pencil to trace letters and numerals which are made from tag board.

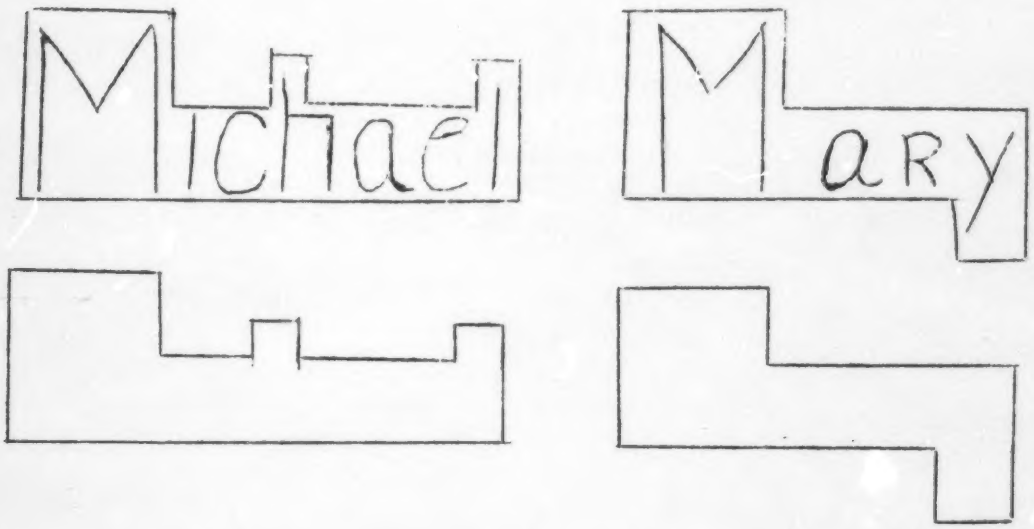
e. Provide papers on which letters have been stenciled. Have children trace over these letters using crayon or pencil.

f. Provide a pattern of letters and numerals so the children can reproduce on paper provided for them by the teacher.

7. Can print his own name and other words if his interest and physiological development warrant it.

a. Place name cards on chalkboard rail. Have child pick out his own name. Trace name with finger, later with pencil.

b. Provide children with name cards shaped to the configuration of their names. Have children note shape of their names, feel shape with finger. Provide set of blank cards made to shape of name. Have children find blank card which matches shape of their name. Fit name card to blank card.



c. Give each child a model of his name on first grade lined paper. Have him practice tracing and reproducing his name within the boundaries of the lines on this paper.

DIRECTIONALITY

DIRECTIONALITY

In order to use books, magazines, and other printed materials it is necessary to have a solid understanding of concepts of direction and space such as top/bottom, left/right, front/back, middle, on/across, over/under, backward/forward, first/last, in/out, high/low, up/down, next to/away from, from/to, on/off, through/around, etc.

Skills:

Can move body from a given point to another point.

Can move body in a sequence of directions involving spatial concepts.

Can focus eyes on an object or a person.

Can focus eyes on a moving person or object and can follow the movement with his eyes.

Can move eyes from a beginning point to a terminal point in left to right direction.

Can focus eyes on a given point on paper.

Can move eyes from a beginning point on paper to a terminal point in left to right direction.

DIRECTIONALITY

I. Can understand many spatial concepts through a variety of experiences. These concepts should include: up/down, over/under/across, top/bottom, on/off, backward/forward, in/out, front/back, first/middle/last, high/low, etc.

A. Have a child assist in a demonstration wherein other children will name the various parts of the body starting at the head (top) and moving down the body as he names the parts. Vary the procedure sometimes starting at other points on the body. (left side, right side; bottom to top; front)

B. Assemble a picture of a person by using a cut-up picture or the Peabody kit set. Have child start at the right side, left side, top, bottom.

C. Play the game "Follow the Leader" giving directions using different spatial concepts such as up and down, right and left, etc.

D. Use large blocks, build a set of stairs, have children go up to the top and go down the other side. Use concepts of up and down, first step, last step, top step, bottom step, middle. Use a sliding board in the same way.

E. Use the swings to teach the concepts of back and forth, high and low, off and on.

F. Play a follow the leader game using a large table that the children can go under, over and around.

G. Use a table and give a child a direction such as, "crawl under the table", or have the child put an object on the table, or under the table, or by the table.

H. Use a drawer or a box, teach the concepts of open and close, in and out (put items in the box, etc.)

I. Use the terms first, last, next to in relation to activities that provide opportunities throughout the day.

J. Use the flannel board and cut out animals or other objects. Make a line and teach first, middle, and last.

II. Can move body from a given point to another point

A. Play the "Direction Game" using one of the following directions for each child: "John, go to the door," "Sally, go to the easel," "Billy, go to the coat closet."

B. Use dance records such as "The Bunny Hop" or "The Beat Goes On" to help the child respond with bodily movement while moving from one point to another in the room.

C. Lay a long rope on the floor in a straight line, circle, or other shape. Have the child walk on the rope following the pattern.

D. Put blocks in a line on the floor and have children walk the blocks.

E. Use rubber numbers stepping blocks in a line and have children step from one to another.

III. Can move body in sequence of directions involving spatial concepts

A. Play a game in which one child stands in the center of the group and is given simple directions to follow, such as: "Point with your left hand to the window. Look back over your shoulder. Tell us what you see."

B. Assemble a small group of children with a teacher or an adult. Give one direction using a spatial concept to a child. Have a second child follow the same direction plus one more simple task. (Example: "Mary, go to the window over by the door." "Charles, do what Mary did and then walk backwards to the chair." "John, do what Mary and Charles did and then reach your arms up in the air.")

C. Arrange chairs in a circle or a square....one for each child. Teacher, child or an adult is in the center. Directions are given to the group such as: Stand behind your chair; Put your right hand on the top of the back of your chair; Sit on the floor in front of your chair; Put your head under your chair, etc.

D. Play "Simon Says" using directions involving spatial concepts.

E. Tell the children a story requiring pupil participation with spatial concepts.

"The Magic Cave"

"Susan and Richard decided to take a walk in the woods. Soon they found a cave. Susan and Richard stepped to the right (go to the right of original position), they looked to the right, then left. Soon they saw a great big golden rock up above (look up). They reached up to see if they could get it (stretch up, up, up). Just then a fierce dragon who was far back in the cave cast a magic spell over them. They could not walk or move their heads. They could only move their eyes and arms. They looked up and down and to the right and left, but they could not get away.

The dragon talked to the children. When he was sure they did not mean to hurt him and they did not want to steal the

golden rock, he told them how to break the spell. "Put your right hand on your left elbow and your left hand on your right shoulder and blink your eyes twice. Now the spell is broken. Run home to safety."

IV. Can focus eyes on an object or a person

A. Work with a maximum of five children. Have one child stand in the center of the circle and ask the children questions about him, such as "What is Johnny wearing today?" Observe others to see if their eyes are on the child in the center.

B. Hold up an object such as a doll, a stuffed toy animal or a large seashell. Have the children describe the object while looking at it.

V. Can focus eyes on a moving person or object and can follow the movement with his eyes.

A. Play a game like Hop Scotch or Dodge Ball.

B. Have children take turns rolling a ball to each other.

C. Observe children to see if they follow a yardstick as it moves from picture to picture placed in a series.

D. Use a string with an object attached to the end. Swing the object back and forth slowly. Ask children to follow objects' movement with their eyes without moving their head. Observe eye movement-watching for smoothness of eye sweep.

VI. Can move eyes from a beginning point to a terminal point in a left to right direction

A. Use sequence puzzles and later use sequence pictures to illustrate left to right progression.

B. Follow a yard stick with eyes moving from left to right as it moves under a line of objects or pictures.

VII. Can focus eyes on a given point on paper

A. Give children visual experiences by using filmstrips and movies.

B. Present large (18 x 24) pictures and ask questions about large areas of the picture.

Singer Series
Rand McNally "Man to Man"
Bowmar "Early Childhood Program"

Progress to smaller pictures and work from large areas to smaller and smaller detail.

C. Use printed sheets of pictures that vary in degree of difficulty, direct the children to pick out specific items on the paper. (Continental Press Visual Discrimination Series-Level)

D. Prepare a worksheet containing letters of the alphabet in a random order. Show a letter and ask the children to find the same on their paper. (They may point to, circle, or underline it.)
The above may be used with lines, shapes, colors and later with words.

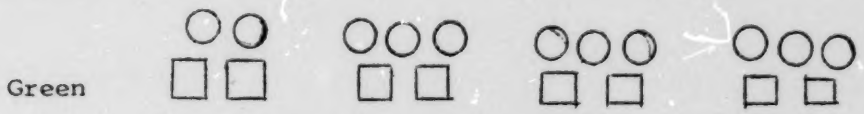
VIII. Can move eyes from a beginning point on paper to a terminal point in a left to right direction

A. Give a child a paper with a green line on the left side; have the child put a pencil on the green line and make a line with the pencil to the other side of the paper.

B. Give children papers on which to connect dots in a left to right direction.

C. Have children draw a line from a point on a picture on the left side of the paper to a point on a picture on the right side.

D. Play the Dot and Circle Game. The teacher gives the children sheets of paper that have a green margin at the left and clusters of circles or squares or other shaped objects drawn to the right side of the margin.



The teacher directs the children always to start at the green margin and put a dot in each circle (or each square). Varied directions can be given such as: dots can be put in squares, crosses in the triangles, red marks in circles, etc.

E. Try the Line Game. A variation of the above activity--give the children a paper with vertical lines on it.

Ask the children to start at the green margin and draw a horizontal line (lying down line) through the center of each cluster of lines, making sure their lines do not extend beyond the vertical (standing up lines).

THE READING PROCESS

RATIONALE

A Language Arts Guide for the Very Young was originally prepared during the summer of 1971 by teachers, instructional aides and administrators. It included two sections: Listening and Speaking. Its goal was to list skills, activities, and measurable evaluative techniques for teachers of pre-kindergarten and kindergarten to use as they planned a balanced program for the boys and girls in their classrooms.

During the school year 1971-72, four additional areas were written and added to the booklet. These included Thought Processes, Coordination, Directionality and Visual Discrimination. The listing of skills and activities for these four areas were developed.

The third year of writing (1972-73) came about because of the need that was expressed for broadening the scope of the Language Arts Program from reading readiness to reading as a process. To meet this challenge, a rationale and a list of measurable objectives were agreed to as the means by which Early Childhood Education staff would identify those children ready to begin formal instruction in Reading. (See pages 148-149)

This part of the booklet lists skills in two levels. Level One is a rewording and a regrouping of those skills that were developed during 1971-72. They are now under four headings that seem appropriate to Reading as a process. The headings are Vocabulary, Perception, Comprehension and Communication. Both the skills and the page numbers that are listed in Level One are given as your ready reference. There are no new skills or new activities written for this section.

Level Two skills and activities are new additions to the booklet. In these sections, the progression from reading readiness (Level One) into reading as a process (Level Two) is developed.

Children will vary in their mastery of skills in level one and two. All children, depending upon their development, will be somewhere within the prepared sequence of learning experiences that are arranged from the least difficult to the most difficult.

A Language Arts Guide for the Very Young is intended to be used as a tool to help identify individuals and their learning styles and to determine the sequence of skills and activities that best provide the learner with maximum opportunities to learn to read and to read to learn. It is suggested that this third section of the booklet be used as a guide to identify an individual ready to read. This may occur any time that the child meets a minimum of nine of the criteria and shows an interest and desire to read.

KINDERGARTEN GUIDELINES FOR THE DEVELOPMENT OF BEGINNING READING SKILLS

Level I - Reading Readiness (Covers skills and page references presented in A Language Arts Guide for the Very Young)

I. Vocabulary

A. Word Recognition Skills

1. Recognizes own name in manuscript (p. 80)

2. Can match letter forms (p. 80)

3. Can match capital and lower case letters (p. 80)

4. Can match word forms (p. 80) (configuration)

5. Knows names of letters (pp. 83-84)

a. In isolation

b. In sequence

B. Word Meaning Skills

1. Listens to and associates meaning with words (p. 19)

2. Conveys ideas to other people (p. 60)

II. Perception

A. Auditory Skills

1. Recognizes sounds and identifies sources (pp. 5-7)

a. With sight

b. Without sight

2. Recognizes likenesses and differences (pp. 9-10)

a. Loud and soft

b. High and low

3. Reproduces rhythmic patterns (p. 12)

a. Music

(1) Repeated sounds

(2) Instruments and voice

(3) Body movement

b. Verse

(1) Rhyming

(2) Gestures

B. Visual Skills

1. Recognizes likenesses and differences (p. 78)

a. Objects

(1) Color

(2) Shape

(3) Size

(4) Length

(5) Height

(6) Texture

b. Picture

(1) As per a (1-6)

(2) Letters

(3) Words

c. Actual experience

d. Associated experience

2. Observes a group of objects as a whole (p. 83)

a. Finds the missing part

b. Identifies what has been removed

c. Sees how a group of objects in an arrangement are alike

d. Sees how a group of objects in an arrangement differ

3. Focuses on the details of a specific object

III. Comprehension

A. Verbal Skills

1. Recalls content of stories read aloud (p. 58)

2. Identifies the main idea of a story (p. 73)

3. Draws conclusions from stories read aloud (p. 73)

4. Retells a story in proper sequence (p. 62)

B. Thought Process Skills

1. Retains content of stories (p. 71)

2. Evaluates ideas and facts (p. 75)

3. Relates past experiences to new experiences (p. 71)

IV. Communication

A. Verbal Response Skills

1. Talks about objects (p. 44)

a. Labeling

b. Description

c. Discrimination

d. Comparison

e. Classification

f. Analysis

2. Expresses thoughts (p. 48)

3. Asks and answers questions clearly (p. 48)

B. Oral Expression Skills

1. Creates stories (p. 64)

2. Participates in discussions (p. 59)

Level II - The Reading Process (Covers skills beyond A Language Arts Guide for the Very Young and some suggested activities)

I. Vocabulary

A. Word Recognition Skills

1. The child will be able to use picture clues to develop word recognition.

2. The child will be able to match known words in capital and lower case letters.

3. The child will build sight vocabulary from labels, charts, and dictated stories.

B. Word Meaning Skills

1. The child will be able to use sight vocabulary in meaningful associations.

2. The child will be able to identify multiple meanings of words.

Level II - The Reading Process

I. Vocabulary

A. Word Recognition

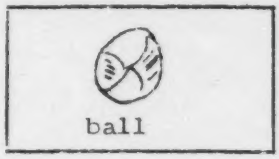
1. Skill - The child will be able to use picture clues to develop word recognition.

a. Activities

(1) Present a picture chart of room work areas. Have children select a work area on chart. Put child's name in that area. Later label area name and objects in that area. Eliminate pictures as child becomes familiar with labels.

Variation: Provide worksheets which show simplified illustrations of work areas. Have children cut out and paste area and object names.

(2) Present pictures containing labeled objects such as bird, ball, airplane, etc. Children may identify object and read the word. Have them find and match words from word cards provided. May be extended to include action pictures.



(3) Have children make picture books centered around a special interest. Label pictures. Put picture labels on small cards and keep in back of book to be used for matching in groups or learning center activities.

2. Skill - The child will be able to match known words in capital and lower case letters.

a. Activities

(1) Using words from bank ask child to identify both capital and lower case forms by matching.

Red		red		RED

(2) Present names on flashcards. Ask children to read silently and then aloud the names they recognize.

(3) Give children familiar label cards. At the word "Go" they find their word somewhere in the room and read it.

Variation: Match the lower case form to the capital form.

(4) Play a game called "Look Around". A child describes an object in the room.

e.g.

Others try to identify the object and find the correct label for it. Sets of capital and lower case words may be used.

Variation: Have children play game called "Tag It". Gather all labels in room. Children are asked to choose a word they know and place it where it belongs.

(5) Have children read familiar words to each other. (Partner reading) Ask them to match capital and lower case words.

3. Skill - The child will build sight vocabulary from labels, charts, and dictated stories.

a. Activities - In Context

(1) Present sentence or phrase strips taken from a group experience story or a class rule chart children have dictated. Strips may be matched to the big chart and read.

OUR BUS TRIP

Tom said, "The bus went fast."
Sue said, "We saw a big farm."
Jill said, "The bus stopped by the barn."
Keith said, "We saw many things."

Sentence strips may be cut apart and children may match and read the words.

(2) Have children find words in their story that they know. Underline in story and put words on word cards for the word bank. (It may be wise to limit words in the beginning.)

(3) Have children reread favorite stories for a specific purpose.

e.g. Find a word that begins with a capital letter.
Find a word that is a name.
Find a word that tells how the bus went.
Find a word that tells the color of the bus.
Find a word that begins like mother, etc.

(4) Number each word bank card with the number of the story from which it came, i.e. all the words taken from story (1) would have the numeral (1) on them. Have children reread word bank cards independently, using stories for help when needed. In isolation -

(a) Play a game called "Stop and Go". Children hold all word cards in their hands. At the word "Go" they read their words silently and discard them. At the word "Stop" they read orally the top card in their hand.

(b) Have children select five cards from their banks. Write one of the words in capital letters. Have them match and read the two words.

e.g. car CAR

(c) Have children select five favorite words from banks. Have them draw a picture about one or more of the words.

(d) Have children choose favorite word from bank and use it in a sentence.

(e) Have children select a favorite word from bank and paste it at top of a sheet of paper. Record child's story about that word and have child illustrate story.

(f) Have children use newspapers and magazines to find, match, and cut out words from banks.

B. Word Meaning

1. Skill - The child will be able to use sight vocabulary in meaningful associations.

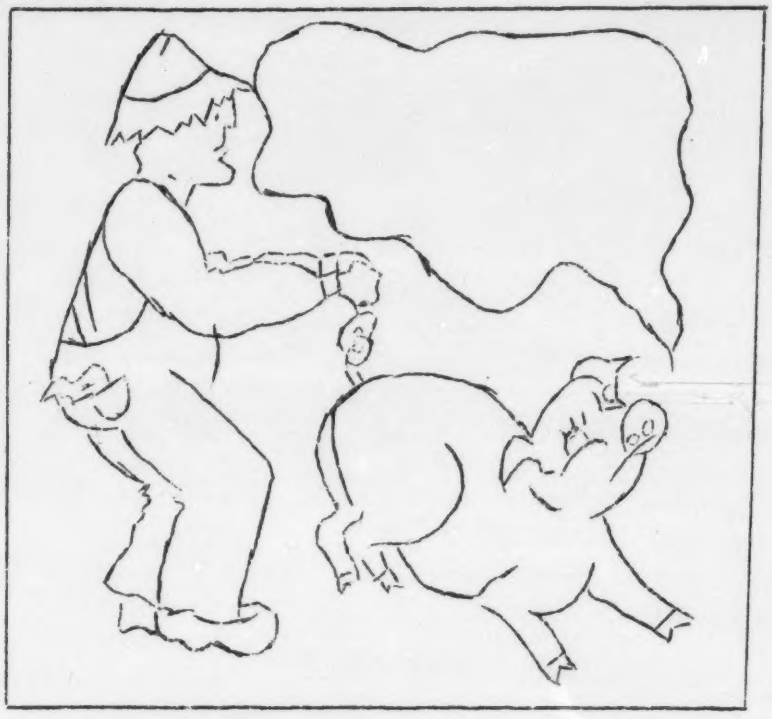
a. Activities - Picture Clues

(1) Present a colorful picture and have children find color words in bank that match colors in picture.

(2) Present object or picture of object and ask children to find word in bank that names the object or picture.

(3) Have children pick favorite words from bank and read them. Children find pictures from magazines which fit words. (car - picture of car). Children can make pictionary of all nouns in bank. (Can be extended to include verbs and adjectives.)

(4) Present picture in which conversation might take place. Children tell what is being said. Write their words so they can be seen in speech blurb. Children read their words to group.



Variation: Have children find words in their banks for the missing conversation.

b. Activities - Context Clues

(1) Have children give word omitted in a rhyme or repetitious story.

e.g. Jack and Jill went up the _____.

Variation: Present rhymes to include word bank cards.

e.g. The prettiest dress I've ever seen.
Belongs to Sue. Its bright and _____(green).

(2) Have children reread their favorite story for a specific purpose.

e.g. Find the sentence that tells who helped mother.

Find the sentence that tells your favorite color.

Find the sentence that tells what the dog did.

(3) Present sentences taken from children's stories with word bank words missing. Have children find the missing word from banks to complete the sentence.

Variation: Present individual stories on worksheet with words omitted. Children complete stories using word banks.

(4) Have children choose five words from word banks. Give definition of one of the words in a sentence. Children choose word that best fits the definition.

c. Activities - Classification

(1) Present pictures of related objects. Have children tell how pictures could be grouped.

e.g. size, shape, color, etc.

(2) Have children cut pictures from magazines for specific classification.

e.g. animals found at the zoo, at the farm, in the jungle, etc.

(3) Have children use word banks to find words that:

(a) name toys

(b) name animals

(c) name something to eat

(d) are capitalized

(e) mean more than one

(f) name colors

(g) describe something

d. Activities - Dramatization

(1) Present object or picture. Children are asked to act like that object or thing in the picture. (Show picture of dog and ask how would you act if you were this animal?)

(2) Have children dramatize meaning of words spoken by adult.

e.g. rabbit, balloon, grasshopper, etc.

(3) Present words familiar to group and have them dramatize and then read the words.

e.g. If you know this word move the way it says - fast, hop, etc.

(4) Have children use puppets to dramatize a favorite story, a favorite sentence, and/or favorite words.

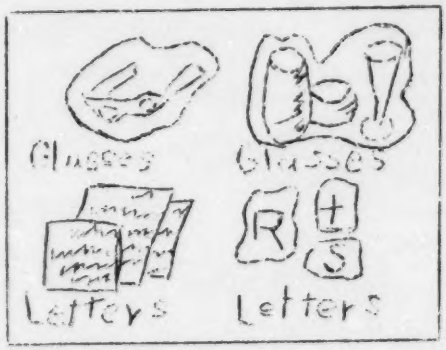
2. Skill - The child will be able to identify multiple meanings of words.

a. Activities

(1) Present picture of object whose name has several meanings. Have children identify and think of other ways to use the word.

e.g. ring for finger and ring the bell

(2) Present known multiple meaning words on worksheet. (e.g. glasses, letters, etc.) Have children cut and paste pictures to identify different meanings.



Level II - The Reading Process (Covers skills beyond A Language Arts Guide for the Very Young and some suggested activities)

II. Perception

A. Auditory Skills

1. Child will be able to supply the rhyming words to match those given.

2. Child will identify initial consonant sounds of known words orally or written.

3. Child will orally identify and differentiate words that begin with the same sound.

4. Child will differentiate orally the length of given words.

B. Visual Skills

1. Child will be able to complete the missing part of a picture.

2. Child will be able to match a dictated story part with its picture.

3. Child will be able to reproduce a given sample of objects and pictures.

4. Child will be able to recognize endings of words.

   a. s

   b. ing

5. Child will be able to move his eyes along a written line.

   a. Left to right progression

   b. Return sweep to the beginning of the second line

Level II - The Reading Process

II. Perception

A. Auditory

1. Skill - The child will be able to identify and supply the rhyming words to match those given by the leader.

a. Activities

(1) Establish the concept of rhyming by having the adult read a familiar rhyme, such as "Jack and Jill", emphasizing the rhyming words. Next the child supplies missing rhyming words, e.g. Jack and Jill went up the _____(hill). Have the child say Jill - hill; down - crown; got - trot; bed - head. (Stress the idea that these words rhyme.)
Now the leader names two words - sometimes rhyming, sometimes not. The child responds "yes" or "no".

Example: Jill - hill; Jill - now.

A good source of familiar rhymes is Childcraft - Poems and Rhymes 1

(2) Play rhyming games

(a) They Rhyme; They Don't Rhyme

Example: Car, Far, Star, Jar (Child responds "They rhyme")
Class, Glass, Pass, Dog (Child responds "They don't rhyme")

Source: Singers SVE Innovative Records. Album IR-15, It's Fun to Rhyme.

(b) Which Two Rhyme? Directions are given by adult, "This is a rhyming game. I am going to say three words, two of them rhyme. That is, they sound alike. One is different. It doesn't rhyme with the others. Which two words rhyme?"

Variation: Adult says, "Now I will say four words. One does not rhyme with the others. Which one does not rhyme?"

Suggested words for the above games:

sun	pen	top	fan	jump	bus	string
gun	flag	tire	pan	desk	pail	chair
run	hen	mop	can	stump	snail	ring
hop	men	hop	cup	pump	whale	swing

hose	glue	lamb	throw	candle	vest	phone
rose	school	clam	crow	sandle	violin	chair
store	pool	ham	now	something	nest	hair
nose	stool	road	then	handle	west	stair
pie	stamp	you	match	moon	owl	Sunday
tie	lamp	door	man	June	towel	pocket
fly	paint	oar	hatch	spoon	floor	locket
hand	ramp	floor	latch	house	trowel	rocket

Source: Adapted from Connie Des Roches, Montgomery County Bulletin - Listening With Meaning, The Skills of Auditory Perception. Milton Bradley's Flannel Board Pictures That Rhyme.

(3) Have the child supply rhyming words by guessing the color.

I have a hat on my head
The color of it is _____(red)

I have a picture of a Queen
She is all dressed in _____(green)

Do you know this fellow
Who is all dressed in _____(yellow)

This game may be reversed by saying:

Green, green you are a _____(queen)
Yellow, yellow you are a _____(fellow)
Red, red go to _____(bed)

(4) Have the child give rhyming words when a definition of a word and a rhyming word is given as "This word means not smooth and rhymes with tough." (rough)

(5) Play the game, Hop, Skip, or Jump. In this activity, the child must do one of three things: hop, skip, or jump. A leader stands at the front of the group as the teacher says one of the six stands below, omitting the rhyming word at the end.

Example: Come with me to spin my top
When you come you'll have to _____(hop).

I am going on a trip
If you come you'll have to _____(skip).

Here's a bird nest in a stump
Quiet, now! Don't run or _____(jump).

Macmillan: How We Read, Page 36

(6) Rhyme ABC to supply the rhyming word.

A is for apple
B is for ball
C is for cat
That walks on the _____(wall).

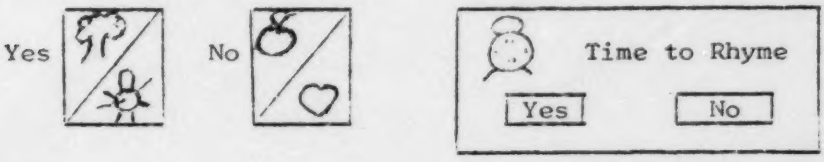
Macmillan: How We Read, Pages 61-62

(7) Use Nonsense Rhymes

Nonsense Alphabet by Edward Lear.

Example: A was once an apple-pie,
Pidy, Widy, Tidy, Pidy
Nice insidy,
Apple Pie!

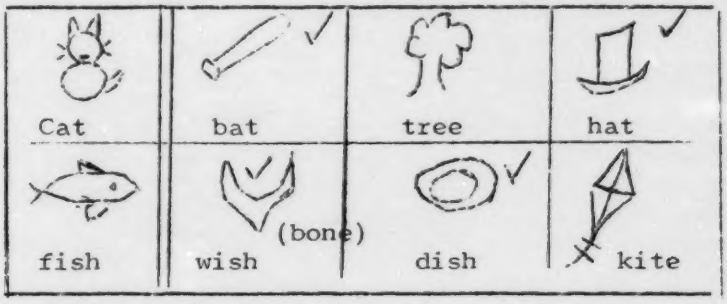
(8) Cut cards 3" x 4" and draw a diagonal line on each. Glue on pictures - pairs that rhyme and pairs that do not. Then place in the yes pocket those that rhyme and those that do not in the no pocket. This may serve a dual purpose by writing the words of the pictures on the back for later use in the same manner.



(9) Have a large board or heavy paper. Paste an initial picture on the left.
Two pictures that rhyme with the initial one and one that does not. Ask the child to name the initial picture on left.

Have him name the three pictures on the right. Find two that rhyme with the initial picture on the left. (Adult may use two pictures on the right also, one that rhymes and one that does not.)

Example:



Adult may use smaller sheets of heavy paper and paste pictures on the same way. Cover with clear contact paper. Let the child use *non-permanent* magic marker. Sheets may be used over and over again by more than one child and more than one session. As child progresses words without pictures may be used in the same manner as described above.

(10) Give the child a set of picture cards and have him choose the rhyming pictures to put in a pocket on a card which the teacher holds.
Each card the teacher holds has a picture that rhymes with one in the child's set.

Example: Child selects the card with the picture of a bee.

(11) Play Concentration

Supply a group of children with pairs of rhyming pictures or words.
Begin by showing them all the cards. Allow them to identify the rhyming words. Mix them up and place them face down on table or rug. Taking turns, each child turns over two cards.
If they rhyme the child may keep them.
If they don't he turns them over in the same spot.

Variation: If the two cards rhyme the child is rewarded with another turn.

(12) Play Rhyming Land (like "Snail Trail" by Lyons and Carnahan)

Paste on "cool" picture in the center as a goal. Draw a spiral road leading to the center. Section road off into as many sections as you have rhyming pictures. Paste one picture in each section with the word below it.
The first player rolls the die and moves his marker the number of spaces shown on die. He names the picture and supplies a rhyming word. The next does the same. First to get to center wins.

(13) Play Hopscotch

Uses a permanent marker to draw a spiral layout or a standard hopscotch pattern on polyethylene to be used on the floor. In each space draw a picture of a word that lends itself to rhyming.
(Pictures could be taped underneath each space.)

(14) Use word bank games

(a) The leader calls a word or shows a picture. Each child looks in his word bank to see if he has a word that rhymes.
The leader should scan the children's word banks in advance in selecting stimulus words and pictures.
(This idea can also be used for beginning and ending sounds.)

(b) The leader selects words in advance that rhymes with words in the children's banks. To play the game, the leader shakes up his word cards and picks a card at random. The students see who has a rhyming word.
(They are apt to observe patterns.)

2. Skill - The pupil will identify initial consonant sounds of known words.

a. Activities

(1) Help the child hear initial consonant sounds by means of alliteration.

(a) Rhymes

Example: Peter Piper picked a peck of pickle peppers. If Peter Piper picked a peck of pickle peppers, how many pickle peppers did Peter Piper pick?

The child can use the alphabet in rhymes as he jumps rope.

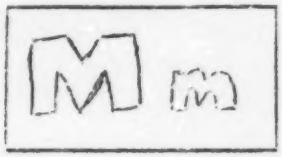
Example: A is for Ann
I come from Alabam.
B is for Bobby
I love bacon and ham.

(b) Books

Example: Dr. Seuss's ABC Books

(c) Sentences using letters of the alphabet picture can illustrate the letters if desired or at the time letter-sounds relationship is emphasized.

Example: Mary mouse makes music.



(2) Provide opportunities for children to put on TV programs of beginning sounds. Construct a TV using a cardboard box and old broom handles for rollers. Shelf paper makes a good screen onto which can be pasted pictures of sets of things having the same beginning sound.

At the stage of introducing sound letter relationships, each TV program might assume the name of a consonant letter, e.g. the "R" program with the letter and labeled pictures beginning with that sound.

ABC coloring books are good sources for pictures. The station name might be the initials of the school's name.

(3) Ask the child when given pairs of words which one has the same beginning as the one specified.

Example: Say "rain", "ball"
Which begins like ring? rain

Variation: Say "train".
Which has the same beginning sound, "truck" or "toy"? truck

(4) Play Yes-No Game

Give each child two cards on which are written a green yes and a red no. Show pairs of picture cards. Have children respond by showing the yes card if the pictures have the same beginning sound and the no card if they don't. (A smiling face and frown, or large red and green dots resembling traffic lights could be used for a response variation.)

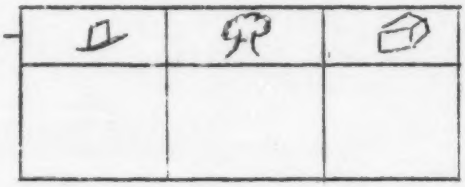
(5) Have the child find a picture

Could also be done with a tape recorder saying the particular word.

(a) On a piece of tagboard paste a picture and supply a box of picture cards. The child is to pick from the box pictures that have the same beginning sound as the picture at the top of the tagboard.

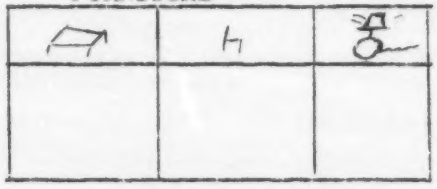
This may be begun with simple initial sounds, blends and vowels.

One can put more than one picture at the top of the tagboard.



(b) To make this more complex you could classify beginning sounds according to furniture beginning with the same beginning sound as table and show a picture.

FURNITURE



(6) Have the child classify into categories

(a) Classify tangible items for example; on a tray have a few items to start with. The child is told that of the 5 items 3 have the same beginning sound as basket and are good to eat. (banana, bacon, beans)

(b) Then classify pictures-all those that are articles of clothing for example beginning like hat, things found in a house beginning like table, games beginning with same beginning sound as bat, things to take on trip beginning like car.

(c) This can be extended to word banks.

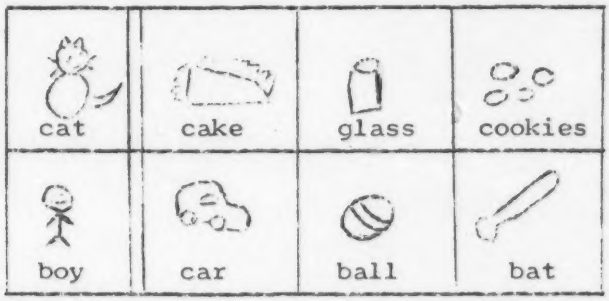
(7) Have the child match pictures whose names begin alike.

(a) On a plain sheet of paper, paste a picture of an object or animal, etc. on the left. Paste three pictures opposite it. Two of the pictures should have the same beginning sound as the picture on the left. One should not.

Ask the child to draw a circle around the two objects that have the same beginning sound as the picture on the left.

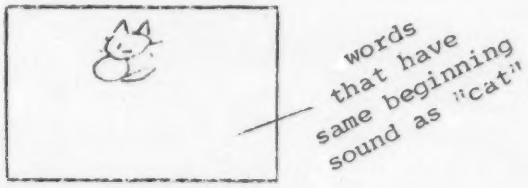
Paper can be covered with clear contact. Use non-permanent Magic Marker. Wipe off with damp sponge when child is finished.

Example:



(8) Ask child to find any words in their word banks that have the same beginning sound as a picture. (Paste a small picture on a blank sheet of paper. Give child a sheet of this picture paper.) Have him place his card under the picture. Use simple pictures such as dog, cat, house, pitcher, etc.)

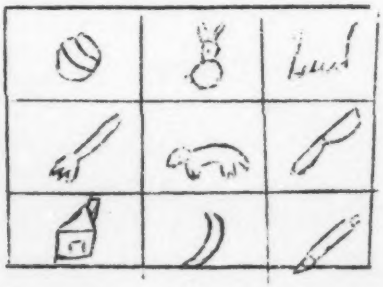
Example:



(9) Play Bingo

Make a set of cards with nine boxes. In each box draw or paste a picture of specific beginning sounds. (Each card should have a different arrangement.) Also make a set of stimulus pictures. As the leader holds up a picture the child looks in his bank for a word card beginning like the picture. If so, he covers the picture with a marker.

(9) Play Bingo (cont'd)



Variation: Selected word cards from the child can be held up. The picture on the large card beginning with the same sounds can be identified and covered with a marker.

3. Skill - The child will supply words that begin with the same sound.

a. Activities

(1) Play I'm going on a Trip

I'm going on a trip. What will I take in my suitcase that begins like this picture? (Picture might be limited to beginning sound(s) the leader wishes to introduce, or encompass all the initial consonant sounds depending on the group's stage of development.)

Variations: I'm invited to a birthday party.
What shall I take for a gift?
I'm going to the grocery store.
What will I help Mother (Daddy) buy?

(2) Play I See Something

I see something in the room that starts like rabbit.
Can you find it? (rug)

(3) Use alliteration clues as stimuli for supplying words with beginning sounds.

Ruth Roberts went to Rome.
She took with her things that begin like
Ruth Roberts and Rome.
What did she take with her?

Fanny Farmer went to a fair.

Henry Huggins went to a Halloween Party.

With some prompting from the teacher the children might

say the line "Ruth Roberts went to Rome" and repeat in sequence the items named by previous children, then add one of their own.

Example: Ruth Roberts went to Rome. She took with her a raincoat, roller skates, ribbons, a ruler and raisins.

(4) Make observations

(a) Show a poster or a magazine picture and ask the child to find all the things in the picture that begin like "dog" and point them out.

(b) Ask him to put into a background picture all the things that could go in the picture that have the same beginning sound as a specific picture or word given. The background might be a woods, a campsite, a room of a house, a bus, etc.

(5) Word Games

Tell the children they're going to play a word game. Say:

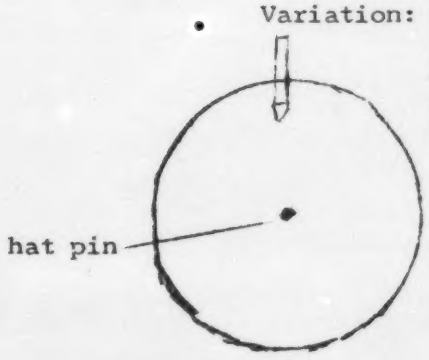
I am thinking of an animal.
It's name begins like bear.
It is called a _____. (buffalo)

I am thinking of a vegetable.
It's name begins like squash.
It is called _____. (stringbean)

(6) Play Sounder (Twister, adapted)

Make a large playing sheet of mural paper for the floor. Paste on pictures that lend themselves to beginning sounds in a scattered design.
The leader spins a dial. The first player puts his hand or foot on the picture the spinner is on. He supplies another word beginning like that picture. Player continues to have his turn until his balance is lost, an incorrect word is given, or he's had three spins.

Variation: Use upper and lower case letters of the alphabet. When the spinner lands on a capital letter, find the small letter and give a word beginning with the sound the letter makes. Use hands and feet.



Make a carnival-like spinner large enough for players to see. It could be attached to a bulletin board.

4. Skill - The child will differentiate orally the length of given words.

a. Activities

(1) Ask children to clap everytime they hear a syllable or a part of a word said. Lead children by starting with each child's name.

Example:	clap	clap	clap
Linda	Lin	da	
Amy	A	my	
Robert	Ro	bert	
Ardella	Ar	del	la

As children catch on to this exercise, move on to names of animals or the color names. Also use items around the room.

If leader wishes, children may:

Pound out words on desk
Hop each time a syllable is heard
Count each time a syllable is heard

(2) Have a xylophone and enough pictures of household appliances or gadgets so that each child has one. Let each child come to the xylophone one at a time, and hold up their card. Leader then may say what is on the card and strike the xylophone at the same time.

Example: If child has a picture of a stove say
"This is a (stove) hit xylophone once
If child has picture of a refrigerator say
"This is a (re-frig-er-a-tor)
Hit xylophone 5 times on same note.
And so on.

Say sentences slowly. Be sure to emphasize each syllable while striking xylophone.

(3) Have the child compare words with one syllable to words with more than one syllable by using activities 1 or 2. Word cards may be used to aid in this activity.

(4) Play Use Your Body

Tell the child to listen to differences in the lengths of words through comparison ex - California - but give quite a few examples. Tell him to put his hands together and move them apart slowly as you start the word and stop his hands at the end of word. See the word with his

hands. For variation he can move his hands up and down after he has understood it doing it sideways. Also use his feet standing up, lift his foot or sitting down, spread his feet apart.

(5) Use cards or pictures that the child will recognize easily. (Use ones with more than one syllable) Identify and name all of the pictures. Now, tell the child that we are going to play a listening game. Say "I am going to name one of the pictures we have here. I will not say the whole name, I will say only the first part of the name. Now see if you guess which picture I am talking about."

Example: If you have pictures of:

kittens----- say "kit"
puppy------- say "pup"
elephant---- say "ele"
monkey------ say "mon"
butterfly--- say "butter"
milkman----- say "milk"
pocketbook-- say "pocket"

and so on. Activity may be shortened or lengthened as child's responses indicate.

(6) Tell the child that he is going to play a listening game. Say "I am going to say some words that are made up of two short words. See if you can tell me the two short words in each long word." (Use compound words, have child identify the two component words.)

Example:

airplane	pancake	butterfly
policeman	milkman	sidewalk
cowboy	fireman	swimsuit
cupcake	playground	
rainbow	toothpaste	

(7) Reverse activity 6 by saying. "I am going to say two short words. See if you can make a long word out of the two short words that I say. Listen very carefully."

Example:

butter	and	fly	butterfly
cow	and	boy	cowboy
cup	and	cake	cupcake
side	and	walk	sidewalk

Leader may alter this activity by choosing two children and whispering one word to each of the children. The first child says his word aloud then the second. Let the other children in the group respond to the two children by saying the long word.

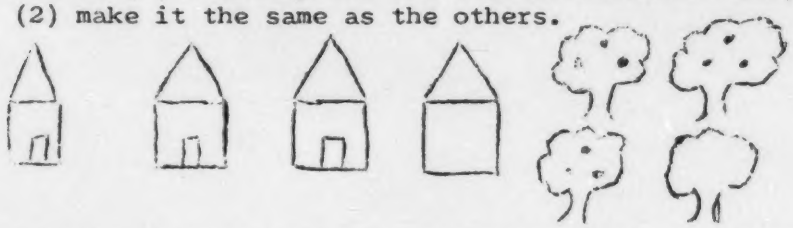
Activities 2, 5, 6 and 7 were taken from Peabody Language Development Kits.

B. Visual

1. Skill - The child will be able to complete the missing part of a picture

a. Activities

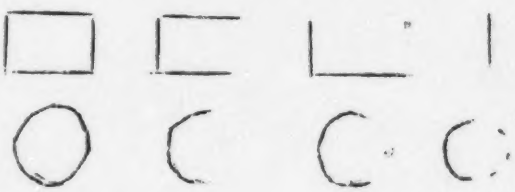
(1) Show the child a series of four (4) pictures. Ask him to (1) identify the one that is different and, (2) make it the same as the others.



(2) Ask the child, when shown a series of simple shapes in outline form, with one being a completed shape, to complete the remaining shapes.

(a)

(b)

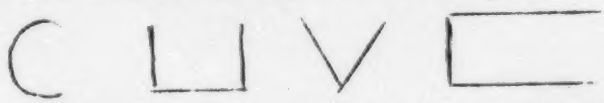


This same activity may be used with more complex outline shapes.

(c)

(d)

(3) Use a series of simple, incomplete geometric shapes, and ask the child to complete the shapes.



circle square triangle rectangle

(4) Present an alphabet sequence to the child on a ditto. Under it have the same sequence but with missing letters. Have the child cut and paste letters to make the incomplete set complete.

A B C D E
A - C - E

A B C D E -- To Be Cut Up

2. Skill - The child will be able to match a dictated story part with its picture.

a. Activities

(1) Have the child look around his room and locate a picture that would illustrate a story part.

(2) Have the child look through magazines and cut out pictures that would illustrate a story part.

(3) Give the child a series of pictures that could be related to his dictated stories. Read the story back to him. Ask him to hold up a picture of a character in the story.

(4) Have the child retell the story in a cartoon strip.

(5) Have the child draw his own pictures to illustrate a story part.

3. Skill - The child will be able to reproduce a given sample of objects and pictures.

a. Activities

(1) Have a pattern or shape drawn in the sand and ask the child to reproduce the pattern in the sand. Drawn shapes increase in difficulty from simple shapes to words in word banks.

(2) Have the child reproduce a given pattern on a cookie.

(3) Divide a cardboard wheel in six sections. In each section show a shape or a figure. Cover the wheel with another wheel of the same size with only one wedge cut out. Use a brad to hold the two wheels together. Turn the top wheel to expose one shape at a time. The child reproduces each exposed shape on paper.

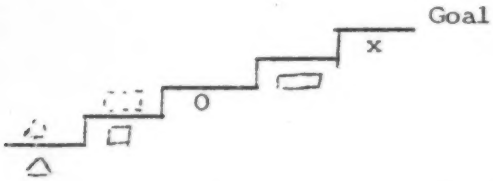
(4) Have a simple pattern on a peg or flannel board. Ask the child to reproduce the same pattern.

(a) All one-color shapes.

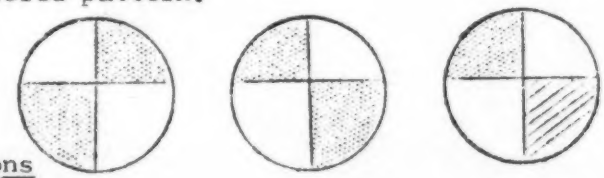
(b) More than one-color shapes.

(c) Simple to difficult shapes.

(5) Have the child reproduce on a large chart covered with contact paper symbols on steps or a ladder to reach a goal.



(6) Show the child a large chart with three beach balls colored differently. Have the child reproduce the same colored pattern.



Variations

(a) On a large chart show three (3) or more glasses of juice filled to different levels. Reproduce empty glasses on a ditto. Have the child match the levels on the chart by coloring in the juice on the ditto. The same activity can be done on a flannel board.

(b) On a large chart show three (3) or more fish in different positions in fish bowls. Reproduce the fish bowls on a ditto and have the child draw in the fish. This same activity could be done on a flannel board.

(7) Reproduce the following on a ditto sheet.

Have the child find the picture in the large box that is like the one in the small box. Ask them to reproduce the picture of the two that are alike.

Variations

(a) Use simple geometric shapes

(b) Use same shape-different sizes

(c) Use simple stick figures

(d) Use numerals

(e) Use letters

(f) Use words from experience stories

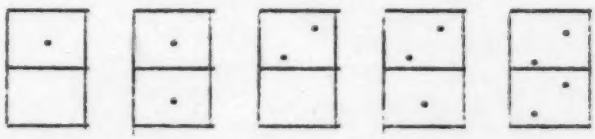
(8) Ask the child to reproduce a pattern on paper from a pattern of shapes on a large chart.

(9) Have a card with an arrow. The child reproduces the arrow on paper. The card is shown in several positions, The child will have reproduced a series such as this.

Variations

Have a set of arrows drawn on a card. Have another set of arrows cut out for a flannel board. Have the child reproduce the card pattern on the flannel board.

(10) Have two identical sets of cardboard dominoes.



(a) Have the child match the two sets in sequence.

(b) Have the child duplicate a set of dominoes like the first set by reproducing the same patterns of dots.

(c) Dots could be replaced by words or numerals.

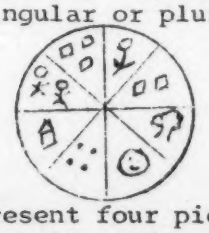
4. Skill - The child will be able to recognize endings of words (s and ing).

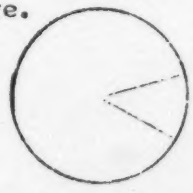
a. Activities - s

(1) Present a series of pictures showing singular and plural objects. Ask the child to find a picture that shows one object, for example, a girl and one that shows more than one, e.g. girls. Ask the child how the pictures are the same or different. Write the label for each picture and ask the child how the words are the same and different.

(2) Present a series of pictures demonstrating singular and plural. Ask the child to separate the pictures into two piles, i.e., one is singular and the other plural. The child is to name each picture as it is and place it into a pile. This can also be done in partners.

(3) Use picture wheels, cut and paste a series of pictures on a circle divided into wedges. Each wedge shows a picture that could be either singular or plural. Place a secord wheel on top of the picture wheel with a brad exposing only one wedge. When the picture appears in the exposed section, the child is asked to say whether it is a singular or plural picture.





(4) Present four pictures on a chalk ledge--three showing singular objects and one plural object. Ask the child to take out the picture that doesn't belong and explain why.

(5) Ask the child to look at the pictures on a large chart to see what they must buy. Ask him to decide which things are singular, e.g., eggs and bread and which are plural, e.g., 3 milks, 2 cans of corn, 4 apples. Ask the child which object contains more than one thing in the box or wrapper, e.g., slices of bread, 12 eggs in a box. This activity can be extended for family outings, school trips, etc.

(6) Have the child stack little picture cards--with a singular picture on one side and the label on the other--picture side up on his table. (Words used come from word banks.) Ask the child to name the picture and then say its plural form. The child then turns the cards over, reads the label and writes the label on a sheet of paper. Ask the child to read the recorded word, say its plural and illustrate the plural form.

(7) Ask the child to go through word bank and classify words into two categories: (1) words that mean one thing and (2) words that mean more than one thing.

(8) Use individual word wheels with words from the child's word bank, expose one word at a time and ask the child if the word is singular or plural.

b. Activities - ing

(1) Whisper in a child's ear an action he is to pantomime for the rest of the class. Use only one word to describe the action. For example: running, throwing, sleeping, etc. The rest of the class is to guess the action.

(2) Present a series of pictures on the flannel board and ask the child to describe the action in the picture in one word, e.g. running, walking, etc. Ask the child to use this action word in a sentence to describe the picture.

(3) On a large chart print a familiar story for example, "Goldilocks and the Three Bears." Print all of the words to the story except the verbs, instead draw the action. Read the story to the child but stop at the pictures and ask the child to describe the action.

Example: One day the three bears were in the woods. This can be done for individual experience stories or short familiar stories. The child could say the action, pantomime the action or find the action word in the word bank.

(4) Present an action picture to the child and ask him to describe the action. Example: The boy is talking. Ask the child if he has <u>talking</u> in his word bank. Ask the child if he has <u>talk</u> in his word bank. Ask the child how the two words are the same? How are they different? Show the child how the word talk is changed to make the sentence correct.

(5) Use the child's experience stories, select sentences that contain the ing verb form and present these sentences on sentence strips. Ask the child to locate the ing verb. Write partner sentences for each using the regular form rather than the ing form. Ask the child to choose the sentence that sounds correct.

(6) Ask the child to select action words from his word bank and separate them into two piles, one containing the regular verb form and one with the ing verb form. Ask the child to use all the verbs in a sentence.

5. Skill - The child will be able to move his eyes along a written line (left to right progression; return sweep to the beginning of the second line).

a. Activities

(1) Have a pile of toys on the left side of the room and ask a child to carry the toys, one at a time, to a designated area on the right side of the room. While the child is moving the objects from left to right, the rest of the children follow his movements with their eyes, thus moving in a left-to-right manner with the return sweep back to the toys to repeat left-to-right.

(2) Ask the child to read a series of pictures from left-to-right looking for likeness or differences.

(3) Present a sequence on the flannel board. Place a picture of a cat on the left side and a bowl of milk on the right. Children move the cat from the left side to the bowl of milk on the right.

(4) Retell a story using pictures depicting the story.

(5) Have the child observe the teacher reread an experience story pointing to the words -- children see teacher read from left-to-right.

(6) Have the child read his own experience story using a marker.

Level II - The Reading Process (Covers skills beyond A Language Arts Guide for the Very Young and some suggested activities)

III. Comprehension

A. Verbal Skills

1. The child will be able to reread orally to prove a statement from a dictated story.

2. The child will be able to interpret ideas presented by a picture.

B. Thought Process Skills

1. The child will be able to read for meaning from his dictated story.

2. The child will be able to remember where to find sentences that answer questions.

3. The child will be able to interpret and use capital letters and periods.

4. The child will be able to follow one-step directions during the reading process.

5. The child will be able to follow more than one-step directions during the reading process.

Level II - The Reading Process

III. Comprehension

A. Verbal

1. Skill - The child will be able to reread orally to prove a statement (from dictated story).

a. Activities

(1) Have the child dictate a story that is recorded or charted from a given picture or situation.

(2) Ask the child questions related to the How (climax), What (facts), When (time), Why (cause), and Where (setting), Who (characters) of the dictated story.

(3) Have the child respond by reading orally specific answers to given questions from the dictated story.

2. Skill - The child will be able to interpret ideas presented by a picture

a. Activities

(1) Give the child a picture. Have the child -

(a) label the object orally
(b) give details in the picture
(c) tell 3 events happening (action)
(d) give the characters names
(e) determine the setting of the picture
(f) give the title to the picture
(g) make comparison of objects in picture
(h) tell what happened before and after
(i) tell whether it is real or make believe

(2) Give the child a series of related pictures and follow the procedure used above and proceed with the following listing:

(a) sequencing
(b) classifying
(c) comparing

B. Thought Processes

1. Skill - The child will be able to read for meaning (dictated stories)

a. Activities

(1) Choose a specific word and have the child give meaning to that word as used in his dictated story.

(2) Choose specific word and have the child reproduce meaning through dramatization, illustration, or description.

2. Skill - The child will be able to remember where to find sentences that answer questions

a. Activities

(1) Have the child recall the sequential order of a story and answer questions concerning what happens in the beginning, the middle, the end and/or by following given directions.

Example: Have child point to and read sentence
Have child circle or underline sentence

(2) Have child supply the missing part of an incomplete sentence

Example: Jim went _____ the street.

3. Skill - The child will be able to interpret and use capital letters and periods.

a. Activities - Capital Letters

(1) Have the child use words from his dictated stories to point out by underlining that a capital letter was used for names of persons and for the beginning of sentences.

Example: Sue went to the store (underline Sue)
We saw Sue on the bus (underline We, Sue)
The ball is red. (underline The)

b. Activities - Periods

(1) Have child dictate a story. Place a period at the appropriate stops or when he prefers it to stop.

(2) Rewrite same story and have child identify periods by circling or etc.

(3) Give child story and 2 pieces of crayon

Example: Have child draw a red line under word that begins with a capital letter. Have child draw a blue line under the period.

(4) Rewrite same story without punctuation. Have child place punctuation in proper places.

Example: Omit capital letters and periods in story and have child fill in correct punctuation.

__ary went to the store.
__ary was on the bus.

4. Skill - The child will be able to follow one-step directions during the reading process.

a. Activities

(1) Have child read orally a sentence that answers a specific question

(2) Have child underline a word or phrase that gives a specific detail

Example: Color words, action word, etc.

5. Skill - The child will be able to follow more than one-step directions during the reading process.

a. Activities

(1) Have child read a sentence and dramatize it.

(2) Have child draw a picture and dictate a story about the picture.

Example: A simple picture is pasted at the top of a sheet of paper. Several lines for writing are drawn under the picture. The child is asked to tell a story about the picture. Teacher writes what the child dictates.

The child is given another sheet of paper. A large blank area is left from top to middle of sheet of paper. Below the blank space several lines are drawn. The child is asked what he thinks will happen next. After this has been recorded, child is asked to draw a picture in space provided that shows this action.

Now color the picture.

Level II - The Reading Process (Covers skills beyond A Language Arts Guide for the Very Young and some suggested activities)

IV. Communication

A. Verbal Skills - Vocabulary Building

1. The child will be able to use new words.

2. The child will be able to use correct pronunciation of known words.

B. Oral Expression - Communication

1. The child will be able to exchange ideas through discussion.

2. The child will be able to keep to the point.

IV. Communication

Communication is a skill which is often highly developed in informal situations. It is our purpose here to introduce new vocabulary and to give the children many opportunities to use these new words in situations where conversation and discussion is informal, but at the same time is directed toward a focal point.

A. Verbal - Vocabulary Building

1. Skill - The child will be able to use new words developed through the use of pictures. (Bowmar Pictures, pictures from Peabody Kit or Ginn Kit, etc.)

a. Activities

(1) Present a picture in which an event or circumstance is depicted which will produce new vocabulary.

(a) Bowmar Picture Story - Set III A "Verbal Communication"

(b) Farm picture from Peabody Kit

(2) Establish what is known about the picture through discussion.

(a) Name known items

(b) Determine the "season", if applicable

(3) Continue discussion in which leader introduces new words

(a) Names of farm machinery

(b) Names of farm buildings

(4) Have the child discuss the picture using new words after several exposures.

(a) Role play with farm set

(b) "Farm Lotto" game

(5) Have the child name objects seen in the pictures

(a) Provide pictures of objects taken from larger picture stimuli

(1-1) Pictures of farm machinery

(2-2) Pictures of farm buildings

(b) Encourage use of new vocabulary previously met through discussion of large pictures.

(1-1) Tell a story about the farm

(2-2) Dramatize with puppets

(6) Have the child use new words to interpret picture books. (Subject related to large pictures)

(a) Present picture books (books without text) for interpretation by the child

(1-1) On The Farm, Bank Street Series, Macmillan Co.

(2-2) Who Took the Farmer's Hat?, Joan L. Nodset, Scholastic Book Services

(b) Encourage the use of new words in stories created by the child from the picture book.

(1-1) Make tapes of stories created by the child.

(2-2) Tell stories to other members of the class.

b. Related Activities

(1) The curriculum areas of science, social studies, and math afford great opportunity for the introduction and development of new words.

(a) Science (Example: Seasonal Walk)

(b) Social Studies (Example: Field Trips)

(c) Math (Example: Set Vocabulary)

(2) As these occasions occur the leader should provide ample opportunities for the child who is able to continue to use those words.

(a) Science table for display of materials

(b) Role play

(c) Learning Stations

2. Skill - The child will be able to use correct pronunciation of known words. (The leader's expectation of perfection in pronunciation should be tempered by the maturity level of the individual child.)

a. Activities

(1) Identify problems in articulation. (The leader should listen carefully to the child's pronunciation of the mispronounced words.

(a) Changing initial sounds

(b) Omitting endings

(c) Substitution of consonants

(2) Provide a good speech model by frequently using the correct pronunciation of the mispronounced words.

(3) Have the child repeat a given word or words correctly in a variety of situations.

(a) The leader says the word and the child repeats it.

(1-1) Show pictures and/or objects which the teacher names and the child repeats the name

(2-2) Prepare a tape. Allow time for the child to repeat each word

(b) Another child may say the words for him to repeat

(1-1) Games using repetitious rhymes as found in "The Gilb", Revised Card File of Games. ("Red Rover", card 63)

(2-2) "Gossip" game

(c) The Language Master may be used

B. Oral Expression - Conversation

1. Skill - The child will be able to exchange ideas through discussion

a. Introduce ideas of general interest suggested by the child or by materials at hand

(1) Field Trips

(2) Learning Stations

(a) Safety

(b) Health

b. Set up small groups in which the children are encouraged to converse informally with one another about the subject previously introduced.

APPENDIX

c. Encourage the child to relate personal experiences similar to those introduced through the use of a book, a picture or a film.

("Farm Family in Spring" - film)

2. Skill - The child will be able to keep to the point

a. Activities

(1) Provide a focal point (a picture, object, book, and/or chart).

(2) Encourage child to discuss ideas that are related to the focal point. If child tends to stray from the subject, remind him of the focal point.

(a) Literal interpretation

(b) Interpretation of subject depicted

(c) Extend discussion to what might happen

(d) Create a new story

(3) Provide many interesting opportunities for discussion to take place

(a) Classroom pets and/or aquariums

(b) Science projects
(Example: planting, weather, etc. and related experiments)

(c) Visits from resource people

IDENTIFICATION OF CHILDREN READY TO READ

(Rationale)

Early Childhood Education classes are composed of children of varying physical, social, emotional and intellectual development. They enter in September ready for many kinds of learning experiences and in need of others. The teacher must use effective teaching techniques and methods that foster the best learning environment for each child. The adult becomes adept in observing all children identifying the strengths and needs of each individual. In time it becomes imperative that the teacher have some clues, indicators and guidelines to help him or her determine whether or not a child has enough readiness skills to begin formal reading instruction.

The following statements are believed to be sound ways of identifying those children who might be ready to move from the area of reading readiness into the area of reading as a process. The terminology used should have special meaning for those teachers who are thoroughly familiar with the booklet entitled: "A Language Arts Guide For the Very Young."

The fourteen statements which follow are not listed in any order of priority. The child may or may not have mastered all of the skills. However, the more reading skills that any one child can demonstrate, the better his chances are to be successful in learning to read and in reading to learn. At this writing, it is felt that a minimum of nine of the identified skills listed should be practiced by a given child before he engages in formal reading instruction.

The number of children in any one early childhood education class that may meet these criteria will vary. When a teacher identifies a child who has begun to read, a program should be adopted that will expand and increase his reading skills and his motivation to continue. This requires that early childhood education teachers be knowledgeable about reading skills and procedures for developing them. Since the Language Experience Approach to reading is most in keeping with the developmental levels of children some variation of this program is recommended at this time. A paper prepared by Dr. Richard H. Petre, Consultant in Reading, on the Language Experience Approach to Reading begins on page 150.

CHILDREN READY TO READ

(Identification)

1. The child can, from a given picture, create a story consisting of a minimum of 3 ideas.

2. The child can recite more than one poem, retell more than one story, and/or reproduce more than one rhythmic pattern he has experienced.

3. The child can use at least one skill from each of the headings listed under Level I: Vocabulary, Perception, Comprehension, Communication.

4. The child can follow more than one-step directions.

5. The child can sequence a minimum of three ideas from a story read to him.

6. The child can complete a given task within a given time limit.

7. The child can express his thoughts in complete sentences.

8. The child can give comments and answers during group discussions relevant to the topic.

9. The child is able to work independently for at least a five-minute period.

10. The child can tell the likenesses and differences in color, shape, size, length, height, and texture.

11. The child identifies and names a minimum of five letters of the alphabet in isolation in addition to those found in his first name.

12. The child shows an increasing interest in books from the handling stage to browsing voluntarily and requesting others to read to him.

13. The child has developed eye-hand coordination sufficiently to reproduce letters and numerals.

14. The child can classify words in his vocabulary according to the beginning sounds.

LANGUAGE EXPERIENCE APPROACH TO READING

Richard H. Petre

Rationale

The Language Experience Approach is based on the concept that beginning reading instruction should be learned through the use of the cognitive processes and within the language arts continuum of looking, listening, speaking, reading, and writing. Thus the learner uses his oral language, written language, artistic expression, and dramatic interpretation. The new reader is simply placed in a learning situation where he learns to read the easiest and quickest by using those words with which he has had the most familiarity.

The Language Experience Approach creates the following opportunities for the learner. He is able to:

1. Use his own looking, listening, and speaking experiences.
2. Use his own model of sentence pattern.
3. Use his own familiar experiences to relate meaning.
4. Follow a natural progress in the language arts.
5. Learn that what he speaks can be written down.
6. Learn that what can be written down, can be read.
7. Learn that each letter in the alphabet can stand for one or more sounds that he has used in speaking, and these sounds can be identified as beginning, medial, or ending sounds.
8. Set his own pace for success.

Step I: Obtaining the Story

Three different stories are used to obtain certain goals. All three have particular advantages during the child's learning to read.

A. Group Experience Story

B. Group Story Told by One Member of the Group

C. Individual Story

A. Group Experience Story

This procedure is particularly useful at the early stage when children are moving into their first experience with talk written down. By using each contributor's name, each child becomes an activite participant in the story. As an evaluator, the teacher is interested in which students can read some words, and which words they are. An example of a group story is:

Our Room

Mary said, "We have six windows."

Johnny said, "We have only one door."

Tony said, "We have two teachers."

Kay said, "We have fish."

Joan said, "Our room is blue and yellow."

B. Group Story told by one member of the Group:

The value of this type of story is for children to share orally many ideas about a single subject. Then, one child is selected to dictate the story as an individual summary. This may be a transition towards individual stories. An example is:

Our Room

We have a nice room. We have two teachers. We have desks. I like the fish. We have one door.

Johnny

C. Individual Story:

Learning takes place individually. Stories dictated by individuals are much more profitable since each child can bring his own perceptions and language patterns into the story. The teacher is able also to make more accurate assessments of pattern of growth in individual stories than in group stories. An example is:

Our Room

I am in here. I brang the fish. Mrs. Ross liked them. My mother buyed them at Woolco.

D. Teacher Reminders for Obtaining Stories

1. Oral discussion by children concerning real experiences should be used as much as possible.

2. Teachers may manipulate a situation by introducing an interest (pet, boat, sandbucket) or a picture stimulus.

3. Encourage conversations--enumeration (naming), interpretation (tells what's happening), and extrapolation (what will happen next)--before any dictation.

4. Decide on which type story this should be--group, group story told by one member of the group, or individual.

5. Serve as the secretary and take down the story as told. Ask the child to stop after a sentence and then you record it. Then, continue.

6. Get a title before or after the dictation.

7. Accept grammar mistakes. You are not, at this level, teaching grammar. You are teaching that reading is talk written down. You are discovering weaknesses in the child's speaking vocabulary. Give the child a chance to make the same discovery on his own. The correction of grammar needs to be done at the oral level and not at the written level.

8. Recording stories may be done several ways:
   a. Group stories-large newspring (18 x 24) and magic marker.

   b. Group stories by an individual-large newsprint and magic marker

      (1) Allow the other children in the group to listen to the dictation.

      (2) After the dictation they may talk about other things they would have added.

      (3) Put the child's name at the bottom of the story.

   c. Individual typing paper or regular manuscripts.

      Make a carbon copy.

      Number the stories.

      Paste the original to the student's book.

      Keep the carbon for your use.

9. Keep the story's length short. At the beginning of the year, one sentence is acceptable as a story. Four to eight sentences with a title is more profitable later, since more stories can be dictated.

10. Arrange situations so that stories may be told about a variety of subjects--science, social studies, literature, music. If the students repeat the same words, the teacher is creating the same situation. New situations will create variety in vocabulary words and at the same time continue a repetition of service words.

Step II. Reinforcing the Story in Context

Obtaining the story is not nearly so important as what is done with the story. The first area of concentration is the story in context.

A. Teacher and pupil reading immediately after the dictation

1. As soon as the dictation is finished, the teacher says: "Listen to me read your story to see if this is exactly what you want to say."

2. The pupil or pupils read the story orally, with the teacher supplying unknown words.

B. Illustrating the story

This is important to help children remember the story and for future recall. The picture aids the teacher in looking for main ideas and details.

C. Silent Reading by the Student

This is an extremely important teaching device. The children are learning intellectual honesty by separating the known and unknown words. This is an excellent time to teach context clues to unlock words.

It has been found most profitable to have the child read the story three times silently before reading orally with the teacher.

D. Following up the story with Activities from Context

These activities develop the child's comprehension skills - predicting concept development, drawing inference, and developing sequence, main idea, and details.

E. Teacher Reminders

1. The carbon copy can be used as a teacher's record for each story.

2. The picture drawing can be an independent activity.

3. Three in-context readings should take place on three different days. A tentative schedule is:

a. Monday--Obtaining the story with one reading.

b. Tuesday--Second silent and oral re-reading.

c. Wednesday--Third silent and oral re-reading.

Step III Word Recognition in Isolation

If the child continues to know the word after the three day time lapse and context work, it is expected that the known word may be known in isolation or as a sight word. The suggested sequence is nouns, verbs, adjectives, adverbs, abstract nouns, prepositions, and abstract verbs.

A. Selecting the words for isolation

This may be done several ways as listed.

1. The child may choose several words he wants and knows.

2. The teacher may limit the number to the learning rate of the child and then allow the student choice.

3. The child may receive all the words he knew in context.

B. Making the word cards

1. Print the word on a word card (approximately 1½" x 4") with name on back.

2. Since the stories are numbered when obtained, it is helpful for the teacher or pupil to number the word cards to correspond with the story number. This number helps children to identify the story in which to check the context when they forget a word.

C. Using the word cards immediately

1. The children should randomly say these words to themselves and to the teacher.

2. Unknown words should be checked for context clues in the story.

3. The child should be able to separate the known words and the ones which need more work.

D. Filing and using the word bank (cigar boxes, plastic containers, etc.)

1. This box of sight words are all the known words the child has learned in context and has been able to isolate.

2. The teacher needs to check these words often with activities.

3. The word bank should be the source of words for each individual to learn word recognition skills.

4. The word bank should be the source for many independent activities.

E. Teacher Reminders:

1. At this step, stop teaching the current experience story. You have spent three days with context and two days isolating words and activities. The story is getting too old. Move on to a new story.

2. Make the rereading of the experience story an independent activity as you move to the next story. A book of experience stories can become the child's most cherished "trade book."

3. Give the children many situations in which to find their newly learned sight words--T.V. Guides, magazines, newspapers, can labels, books, books, books.

4. When a child cannot recognize a word in isolation, help him attack a word using the steps in word recognition. (This may be put in chart form in the room.)

   a. Find it in context.

   b. Find clues in the picture.

   c. Read the sentence to see what word makes sense.

   d. Make an educated guess using clues available.

   e. Look at the word--does it start like it? end like it?

   f. Check yourself by asking the teacher or finding it in the dictionary.

5. Your job is to have the child use daily the words in the word banks and to check student mastery.

   a. Direct attention to letter formations.

   b. Indicate words in stories that begin with the same letter and listen to the initial sounds of those words.

   c. As soon as stories contain two or more words that begin with the same sound, phonic instruction can be initiated.

   d. When several words with identical structural patterns appear, structural analysis activities may be started.

   e. Teach context clues.

   f. Use children's word banks and experience stories for the words with which to introduce all word recognition skills.

   g. Teach children to alphabetize their words.

   h. Use words to build phrases, sentences and other individual and independent stories.

Step IV. Accompanying Activities

Students should be learning to become self motivated and independent scholars.

A. Creative Writing

1. This starts with the use of the word cards from the word banks and with the auditory-visual work with letter sound and names.

2. Since students will want to use words not necessarily in their word banks, suggest they write their stories on paper.

   a. Spelling and sentence punctuation are done the best they can.

   b. Form and style should never at this stage get in the way.

3. Use stimulus and personal experiences just as in the dictation stage.

4. Writing becomes a rewarding learning experience and a much liked independent activity for the students. (Also for the teacher!)

B. Trade Books and Basals

1. Reading begins for each student by reading the dictated stories from his own lips and from his friends. Reading continues by reading his own creative writing and that of his peers. Reading continues by reading books. Note that students learn to read by reading:

   a. Begin book reading with student-picture-read and predictions. The teacher may read orally the words.

   b. Give much time to browse through books.

   c. Start a table of easy-to-read trade books and pre-primers from many series.

   d. Make the day "John James Day" when a child learns to read a book on his own. That day "educationally speaking" should be remembered throughout life as vividly as a wedding date.

   e. Start a buddy system of independent readers and dependent readers.

   f. Form a small group and read the same story from a set of books.

   g. Get the school librarian and library to be number "one" in each student's life.

h. By the time students become instructional in a first reader and do not need dictated stories to build sight-words, the instructional program will be:

(1) Group directed reading-thinking lessons

(2) Individualized reading through trade books

(3) Creative and Directed Writing

(4) Skills - only essential ones as needed

C. Teacher Reminders

1. Language Experience Approach calls for authentic, energetic, and consistent teachers. You will be busy!

2. Not only you but also your pupils will be busy, active, social and independent learners who will be learning to read naturally and comfortably.